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A PLEA FOR THE QUEEN'S ENGLISH.

BY THE VERY REV. CHENEVIX TRENCH, D.D., DEAN OF WESTMINSTER.

I am going to say a few words on behalf of the "Queen's English." But I must begin by explaining what I mean by the term. It is one rather familiar and conventional, than strictly accurate. The Queen (God bless her!) is, of course, no more the proprietor of the English language than you or I. Nor does she, nor do the Lords and Commons in Parliament assembled, possess one particle of right to make or unmake a word in the language. But we use the phrase, the Queen's English, in another sense; one not without example in some similar phrases. We speak of the *Queen's highway*, not meaning that Her Majesty is *possessed* of that portion of road, but that it is a high road of the land, as distinguished from by-roads and private roads, open to all of common right, and the general property of our country. And so it is with the *Queen's English*. It is this land's great highway of thought and speech; and as the Sovereign in this realm is the person round whom all our common interests gather, the source of our civil duties and centre of our civil rights, so the *Queen's English* is not an unmeaning phrase, but one that may serve to teach us some profitable lessons with regard to our language, and its use and abuse.

I called our common English tongue the highway of thought and speech; and it may not be amiss to carry out this similitude further. The Queen's highway, now so broad and smooth, was once a mere track over an unenclosed country. It was levelled, hardened, widened, by very slow degrees. Now just so it is with our English language—our Queen's English.

There was a day when it was as rough as the primitive inhabitants. Centuries have laboured at levelling, hardening, widening it. And it is by processes of this kind in the course of centuries, that our English tongue has ever been adapted more and more to our continually increasing wants. It has never been found too rough, too unsubstantial, too limited, for the requirements of English thought. It has become for us, in our days, a level, firm, broad highway, over which all thought and all speech can travel smoothly and safely. And along this same Queen's highway ploughs ever the most busy crowd of foot-passengers—the talkers of the market, of society, of the family. Words, words, words, good and bad, loud and soft, long and short; millions in the hour, innumerable in the day, unimaginable in the year: what then in the life; what in the history of a nation; what in that of the world? And not one of these is ever forgotten. There is a book where they are all set down. What a history, it has well been said, is this earth's atmosphere, seeing that all words spoken, from Adam's first till now, are still vibrating on its sensitive and unresting medium. The language of a people is no trifle. The national mind is reflected in the national speech. If the way in which men express their thoughts is slipshod and mean, it will be very difficult for their thoughts themselves to escape being the same. If it is high-flown and bombastic, a character for national simplicity and truthfulness, we may be sure, cannot be long maintained. That nation must be (and it has ever been so in history not far from rapid decline, and from being degraded from its former glory. Every important feature in a people's language is reflected in its character and history.

In all our modern languages, some way is devised of getting rid of the "thou" in addressing persons in ordinary society. We in England have, indeed, done even more in this way than our neighbours. In France and in Germany, those intimate and dear are addressed with "thou" and "thee;" but in England we have banished these singular pronouns altogether from social life, and reserve them entirely for our addresses in prayer to Him who is the highest Personality. In common talk, the pronouns "I," "he," "she," are freely used. But when the form of the context throws these pronouns into unusual prominence, we shrink, I suppose, from making so much of ourselves or one another as the use of them in the nominative case would imply. Was there ever one of us who, when asked, "Who's there?" did not first, and most naturally, reply, "It's me." Now look at the sentence as it should stand grammatically

"He said unto them, It is I; be not afraid." Who does not feel that here is a majesty and prominence given by the nominative pronoun, which makes the assurance what it was to the disciples; what God grant it may be to us in our hour of need?

But now let us pass to an ungrammatical way of speaking of somewhat the same kind, which is *not justified*, and ought never to be used. Some people are fond of saying "*whom*," where "*who*" is required. "The man whom I thought was the person" is clearly wrong, because, in this sentence, the relative ought to be the nominative case to the verb "*was*;" "The man who I thought was the person. We often find persons using superfluous conjunctions or prepositions in their usual talk. Two cases are more frequent than others. One is the use of *but* after the verb *to doubt*. "I do not doubt but that he will come," is often found in print and heard in conversation. The "*but*" is wholly unnecessary, and a vulgarism. "I do not doubt that he will come," expresses precisely the same thing, and should always be used. The same may be said of the expression *on to*. "The cat jumped on to the chair;" the *to* being wholly unneeded, and never used by any careful writer or speaker.

From the use of superfluous prepositions we may pass to the use of the prepositions themselves. There is a peculiar use of prepositions which is allowable in moderation, but must not be too often resorted to. It is the placing them at the end of a sentence, as I have just done in the words "*resorted to*;" as is done in the command, "Let not your good be evil spoken of;" and continually in our common discourse and writing. But let us go farther still: *Going to* has not only a local, it has also a mental meaning, being equivalent to *intending* in the mind. And this usage rests on exactly the same basis as the other. The "*to*" of the infinitive mood is precisely the same preposition as the "*to*" of motion towards a place. "Were you going to do it?" simply means "Were you in your mental intention approaching the doing of it?" And the proper conversational answer to such a question is, "I was going to," or "I was not going to," as the case may be; not "I was going," or "I was not going," inasmuch as the mere verb *to go* does not express any mental intention. This kind of colloquial abbreviation of the infinitive comprehends several more phrases in common use, and often similarly objected to, as *e.g.* "*ought to*," and "*ought not to*," "*neglect to*," &c., some of them not very elegant, but all quite unobjectionable on the score of grammar. In many cases of this kind we have a choice whether the preposition shall precede or follow the object of the sentence. Thus I may say "*the man to whom I had written*," or "*the man whom I had written to*." In this particular instance, the former is the more elegant, and would usually be said: but this is not always so; *e.g.*, "*You're the man I wanted to have some talk with*," would always be said, not "*You're the man with whom I wanted to have some talk*," which would sound stilted and pedantic.

We will now pass on to another matter—the use of *singulars* and *plurals*. It is a general rule, that when a verb has two or more nominative cases to which it belongs, it must be in the plural number. But let us take care what we mean by this in each case. When I say, "*John and James are here*," I mean "*John is here and James is here*;" but when I say, "*the evening and the morning were the first day*," I do not mean "*the evening was the first day and the morning was the first day*," but I mean "*the evening and the morning together made up the first day*." So that here is an important difference. I may use a plural verb when it is true of both its nouns separately, and also when it is only true of them taken together. Now, how is this in another example? Am I to say "*two and two are four*," or "*two and two is four*?" Clearly I cannot *are* in the first explanation, for it cannot be true that two is four and two is four. But how on the second? Here as clearly I may be grammatically correct in saying "*two and two are four*," if, that is, I understand something for the two and the four to apply to: two apples and two apples make (*are*) four apples. But when I assert the thing merely as an arithmetical truth, with *no apples*, I do not see how "*are*" can be right. I am saying that the sum of both numbers, which I express by *two and two*, *is*, makes up, another number, *four*; and in all abstract cases, where we merely speak of numbers, the verb is better singular: *two and two is* four, not "*are*." The last case was a somewhat doubtful one. But the following, arising out of it, is not so:—We sometimes hear children made to say, "*twice one are two*." For this there is no justification whatever. It is a plain violation of the first rules of grammar; "*twice one*" not being plural at all, but *strictly singular*. Similarly, "*three times three are nine*" is clearly wrong, and all such expressions; what we want to say being simply this, that three taken three times makes up, *is* equal to, nine. You may as well say, "*nine are three times three*," as "*three times three are nine*."

A word or two about the use of adverbs. I have heard young ladies, fresh from school, observe how *sweetly* a flower smells, how *nice*ly such an one looks, and the like. Now all such expressions

are wrong. These verbs, *to smell*, *to look*, as here used, are neuter verbs, not indicating an action, but merely a quality or state. *To smell sweetly*, rightly interpreted, could be applied only to a person who was performing the act of smelling, and did it with peculiar grace; *to look nicely*, could only be said as distinguishing one person who did so, from another whose gaze was anything but nice. The Queen's English requires us to say, "How sweet the flower smells;" "How nice such an one looks."

It is impossible that an essay of this kind can be complete or systematic. I only bring forward some things which I believe might be set right, if people would but think about them. Plenty more might be said about grammar; plenty that would astonish some teachers of it. I may say something of this another time. But I pass on now to *spelling*, on which I have one or two remarks to make. The first shall be, on the trick now so universal across the Atlantic, and becoming in some quarters common among us in England, of leaving out the "*u*" in the termination "*our*;" writing *honor*, *favor*, *neighbor*, *Savior*, &c. Now the objection to this is not only that it makes very ugly words, totally unlike anything in the English language before, but that it obliterates all trace of the derivation and history of the word. It is true that *honor* and *favor* are derived originally from Latin words spelt exactly the same; but it is also true that we did not get them direct from the Latin, but through the French forms, which ended in "*eur*." Sometimes words come through as many as three steps before they reach us—

"'Twas Greek at first; that Greek was Latin made;
That Latin, French; that French to English straid."

The omission of the "*u*" is an approach to that wretched attempt to destroy all the historic interest of our language, which is known by the name of *phonetic* spelling; concerning which we became rather alarmed some years ago, when we used to see on our reading room tables a journal published by these people, called the *Phonetic News*, but from its way of spelling looking like *frantic nuts*. There seems to be considerable doubt in the public mind how to spell the two words *ecstasy* and *apostasy*. The former of these especially is a puzzle to our compositors and journalists. Is it to be *extasy*, *extacy*, *ecstasy*, or *ecstacy*? The question is at once decided for us by the Greek root of the word. This is *ecstasis* (*ἐκστασις*), a standing, or position, out of, or beside, one's-self. The same is the case with *apostasy*, *ἀποστασις*, a standing off or away from a man's former position.

Lay and *lie* seem not yet to be settled. Few things are more absurd than the confusion of these two words. *To lay* is a verb active transitive; a hen *lays* eggs. *To lie* is a verb neuter; a sluggard *lies* in bed. Whenever the verb *lay* occurs, something must be supplied after it; the proper rejoinder to "Sir, there it lays," would be "*lays what*?" The reason of the confusion has been, that the past tense of the neuter verb "*lie*" is "*lay*," looking very like part of the active verb, "*I lay* in bed this morning." But this, again, is perverted into *laid*, which belongs to the other verb. *Sanitary* and *sanatory* are but just beginning to be rightly understood. *Sanitary*, from *sanitas*, Latin for soundness or health, means, appertaining to *health*; *sanatory*, from *sano*, to cure, means, appertaining to *healing* or *curing*. "The town is in such a bad sanitary condition, that some sanatory measures must be undertaken." I have noticed that the unfortunate title of the ancient Egyptian kings hardly ever escape misspelling. That title is Pharaoh, not Pharoah. Yet a leading article in the *Times*, not long since, was full of PHAROAH, printed, as proper names in leading articles are, in conspicuous capitals.

I pass from spelling to pronunciation. We still sometimes, even in good society, hear "*ospital*," "*erb*," and "*umble*,"—all of them very offensive, but the last of them by far the worst, especially when heard from an officiating clergyman. The English Prayer-book has at once settled the pronunciation of this word for us, by causing us to give to God our "*humble and hearty thanks*" in the general thanksgiving. *Umbled* and *heartly* no man can pronounce without a pain in his throat; and "*umblanarty*" he certainly never meant was to say; *humble* and *heartly* is the only pronunciation which will suit the alliterative style of the prayer, which has in it not only with our *lips*, but in our *lives*. If it urged that we have "*an humble and contrite heart*," I answer so have we the "*strength of an horse*;" but no one supposes that we were meant to say "*a nose*." The following are even more decisive: "*holy and humble men of heart*;" "*thy humble servants*;" not *thine*.

From pronunciation we come to punctuation, or stopping. Many words are by rule always hitched off with two commas. "*Too*" is one of these words; "*however*," another; "*also*," another; the sense in almost every such case being disturbed, if not destroyed, by the process. I remember beginning a sentence with, "However true this may be." When it came in proof, the inevitable comma was after the "*however*," thus of course making nonsense of my unfortunate sentence. I have some satisfaction in reflecting, that,

in the course of editing the Greek text, I believe I have destroyed more than a thousand commas, which prevented the text being properly understood. One very provoking case is that where two adjectives come together, belonging to the same noun-substantive. Thus, in printing *a nice young man*, a comma is placed after *nice*, giving, you will observe, a very different sense from that intended: bringing before us the fact that a man is both nice and young, whereas the original sentence introduced to us a young man that was nice. While I am upon stops, a word is necessary concerning notes of admiration. The only case I know of where they are really necessary, is where the language is pure exclamation, as in—"How beautiful is night!" or, "O that I might find him!"

But I now come, from the by-rules and details of the use of the language, to speak of the tampering with and deteriorating the language itself. I believe it to have been in connection with an abuse of this kind that the term the "King's English" was first devised. Now in this case the charge is twofold; that of clipping, and that of beating out and thinning down the Queen's English. And it is wonderful how far these, especially the latter, have proceeded in our days. It may be well to remind you, that our English comes mainly from two sources; rather, perhaps, that its parent stock, the British, has been cut down, and grafted with the new scions which form the present tree:—the Saxon, through our Saxon invaders; and the Latin, through our Norman invaders. Of these two, the Saxon was, of course, the earlier, and it forms the staple of the language. Almost all its older and simpler ideas, both for things and acts, are expressed by Saxon words. But as time went on, new wants arose, new arts were introduced, new ideas needed words to express them; and these were taken from the stores of the classic languages, either direct, or more often through the French. You remember that Gurth and Wamba complain, in *Ivanhoe*, that the farm-animals, as long as they had the toil of tending them, were called by the Saxon and British names, *ox*, *sheep*, *calf*, *pig*; but when they were cooked and brought to table, their invaders and lords enjoyed them under the Norman and Latin names of *beef*, *mutton*, *veal*, and *pork*. This is characteristic enough; but it lets us, in a few words, into an important truth. Even so the language grew up; its nerve, and vigour, and honesty, and manliness, and toil, mainly brought down to us in native Saxon terms, while all its vehicles of abstract thought and science, and all its combinations of new requirements as the world went on, were clothed in a Latin garb. The language, as known and read by thousands of Englishmen and Englishwomen, is undergoing a sad and rapid process of deterioration. Its fine manly Saxon is getting diluted into long Latin words not carrying half the meaning. This is mainly owing to the vitiated and pretentious style which passes current in our newspapers. Their main offence, the head and front of their offending, is the insisting on calling common things by uncommon names; changing our ordinary short Saxon nouns and verbs for long words derived from the Latin. Our journals seem indeed determined to banish our common Saxon words altogether. You never read in them of a *man*, or a *woman*, or a *child*. A man is an "*individual*," or a "*person*," or a "*party*;" a woman is a "*female*," or if unmarried, a "*young person*," which expression in the newspapers is always of the feminine gender; a child is a "*juvenile*," and children *en masse* are expressed by that most odious term, "*the rising generation*." As to the former words, it is certainly curious enough that the same debasing of our language should choose, in order to avoid the good honest Saxon "*man*," two words, "*individual*" and "*party*," one of which expresses a man's *unity*, and the other belongs to man *associated*. And why should a woman be degraded from her position as a rational being, and be expressed by a word which might belong to any animal tribe, and which, in our version of the Bible, is never used except of animals, or of the abstract, the sex in general? Why not call a man a "*male*," if a woman is to be a "*female*?"

These writers never allow us to go anywhere, we always proceed. A man was going home, is set down "an individual was proceeding to his residence." We never eat, but always *partake*. We never hear of *place*; it is always a *locality*. Nothing is ever *placed*, but always *located*. "Most of the people of the place" would be a terrible vulgarism to these gentlemen; it must be "*the majority of the residents in the locality*." Then no one lives in *rooms*, but always in "*apartments*." "*Good lodgings*" would be far too meagre; so we have "*eligible apartments*." No man ever shows any feeling, but always "*evinces*" it. Again, we never begin anything in the newspapers now, but always "*commence*." I read lately in the Taunton paper, that a horse "*commenced kicking*." But even *commence* is not so bad as "*take the initiative*," which is the newspaper phrase for the other more active meaning of the verb to *begin*. Another word which is fast getting into our language is to *eventuate*. If they want to say that a man spent his money till he was ruined, they tell us that "*his unprecedented extravagance eventuated*" in the total dispersion of his property. "*Avocation*"

is another word patronized. Now, *avocation*, which of itself is an innocent word enough, means the being called away from something. We might say, "He could not do it, having avocations elsewhere." But in our newspapers, *avocation* means a man's calling in life. "*Persuasion*" is another word very commonly and very curiously used by them. We all know that *persuasion* means the fact of being *persuaded*, by argument or by example. But in the newspapers it means a *sect* or *way of belief*.

But to be more serious. Not only our rights of conscience, but even our sorrows are invaded by this terrible diluted English. A man does not *lose his mother* now in the papers: he "*sustains*" (this I saw in a country paper) *bereavement of his maternal relative*." Akin to *sustain* is the verb to *experience*, now so constantly found in our newspapers. No one *feels*, but "*experiences a sensation*." Now, in good English, *experience* is a substantive, not a verb at all. But even if it is to be held that the modern slipshod dialect has naturalized it, let us have it at least confined to its proper meaning, which is not simply to *feel*, but to have *personal knowledge of by trial*. Another such verb is to "*accord*," which is used for "*award*" or "*adjudge*." "*The prize was accorded*," we read, "*to so and so*." If a lecturer is applauded at the end of his task, we are told that "*a complete ovation was accorded him*." *Entail* is another poor injured verb. Nothing ever *leads* to anything as a consequence, or brings it about, but it always "*entails*" it. This smells strongly of the lawyer's clerk; as does another word which we sometimes find in our newspapers, "*in its entirety*," instead of *all*, or the *whole*.

"*Open up*," again, is a very favourite newspaper expression. What it means, more than *open* would mean, I never could discover. But whenever we are to understand that a communication is to be made between two places, it is invariably made use of: e.g., a new railway is to "*open up*" the communication between the garrisons of Chatham, Canterbury, and Dover. "*Desirability*" is a terrible word. I found it the other day, I think, in a leading article in the *Times*. "*Reliable*" is hardly legitimate. We do not *rely a man*, we *rely upon a man*; so that reliable does duty for *rely-upon-able*. "*Allude to*" is used in a new sense by the press, and not only by them, but also by the great Government offices for the procrastination of business. If I have to complain to the Post Office that a letter legibly directed to me at Canterbury has been missent to Caermarthen, I get a regular red-tape reply, beginning, "*The letter alluded to by you*." Now I did not "*allude to*" the letter at all; I mentioned it as plainly as I could. There are hundreds of other words belonging to this turbid stream of muddy English which is threatening to destroy the clearness and wholesomeness of our native tongue.

I must now conclude, with some advice. Be simple, be unaffected, be honest in your speaking and writing. Never use a long word where a short will do. Call a spade a *spade*, not a *well-known oblong instrument of manual husbandry*; let home be *home*, not a *residence*; a place a *place*, not a *locality*; and so of the rest. Where a short word will do, you always lose by using a long one. You lose in clearness; you lose in honest expression of your meaning; and, in the estimation of all men who are qualified to judge, you lose in reputation for ability. The only true way to shine, even in this false world, is to be modest and unassuming. Falseness may be a very thick crust, but, in the course of time, truth will find a place to break through. Elegance of language may not be in the power of all of us; but simplicity and straightforwardness are. Write much as you would speak; speak as you think. If with your inferiors, speak no coarser than usual; if with your superiors, no finer. Be what you say; and, within the rules of prudence, say what you are. Avoid all oddity of expression. No one ever was a gainer by singularity in words or in pronunciation. The truly wise man will so speak, that no one may observe how he speaks. A man may show great knowledge of chemistry by carrying about bladders of strange gases to breathe; but he will enjoy better health, and find more time for business, who lives on the common air. When I hear a person use a queer expression, or pronounce a name in reading differently from his neighbours, it always goes down, in my estimate of him, with a *minus sign* before it; stands on the side of deficit, not of credit.

Avoid, likewise, all *slang* words. There is no greater nuisance in society than a talker of slang. It is only fit (when innocent, which it seldom is) for raw school boys, and one-term freshmen, to astonish their sisters with. Talk as sensible men talk: use the easiest words in their commonest meaning. Let the sense conveyed, not the vehicle in which it is conveyed, be your object of attention. Once more, avoid in conversation all singularity of accuracy. One of the bores of society is the talker who is always setting you right; who, when you report from the paper that 10,000 men fell in some battle, tells you that it was 9970; who, when you describe your walk as two miles out and back, assures you it wanted half a furlong of it. Truth does not consist in

minute accuracy of detail, but in conveying a right impression; and there are vague ways of speaking, that are truer than strict fact would be. When the Psalmist said, "Rivers of waters run down mine eyes, because men keep not thy law," he did not state the fact, but he stated a truth deeper than fact, and truer.

Talk to please, not yourself, but your neighbour to his edification. What a real pleasure it is to sit by a cheerful, unassuming, sensible talker; one who gives you an even share in the conversation and in his attention; one who leaves on your memory his facts and his opinions, not himself who uttered them, not the words in which they were uttered. All are not gentlemen by birth; but all may be gentlemen in openness, in modesty of language, in attracting no man's attention by singularities, and giving no man offence by forwardness; for it is this, in matter of speech and style, which is the sure mark of good taste and good breeding.

2. OLD ENGLISH MARRED BY THE BATTLE OF HASTINGS.

A lecture was recently delivered by the Dean of Westminster on "The English Language as it would have been but for the 'Battle of Hastings.'" In opening his lecture, Dean Trench drew a graphic picture of the struggle for supremacy which was maintained for three centuries between the Saxon and the Norman tongues, the former at last winning the victory. This did not, however, prevent the admixture of an immense number of Romanic words, without which they could not possibly do at the present day; so that the very interesting question arose, "How in the absence of these words, would their place have been supplied?" To illustrate this part of the subject the learned lecturer brought forward a number of cases in which words of purely Saxon origin might have been used had not the Romanic equivalents rendered their employment unnecessary, as for example: "sand-waste," for desert; "blood-bath," for massacre; "sin-flood," for deluge; "sea-robber," for pirate; "water-fright," for hydrophobia; "show-holiness," for hypocrisy; "gold-hoard," for treasurer; "well-willingness," for benevolence; "undealiness," for immortality; "untellable," for ineffable; "great-doingly," for magnificently; "sour-dough," for leaven; "uncunningness," for ignorance; "eye-bite," for fascinate; "un-grips," for embrace; "ear-shift," for auricular confession; "dipper," for Baptist, etc.

3. A LESSON IN ENGLISH WORDS.

A little girl was looking at the picture of a number of ships, when she exclaimed, "See what a *flock* of ships." We corrected her by saying that a flock of ships is called a *fleet*, and that a fleet of sheep is called a *flock*.

And here we may add, for the benefit of the foreigner who is mastering the intricacies of our language in respect to nouns of multitude, that a flock of girls is called a *bevy*, that a bevy of wolves is called a *pack*, and a pack of thieves is called a *gang*, and a gang of angels is called a *host*, and a host of porpoises is called a *shoal*, and a shoal of buffaloes is called a *herd*, and a herd of children is called a *troop*, and a troop of partridges is called a *covey*, and a covey of beauties is called a *galaxy*, and a galaxy of ruffians is called a *horde*, and a horde of rubbish is called a *heap*, and a heap of oxen is called a *drove*, and a drove of blackguards is called a *mob*, and a mob of whales is called a *school*, and a school of worshippers is called a *congregation*, and a congregation of engineers is called a *corps*, and a corps of robbers is called a *band*, and a band of locusts is called a *swarm*, and a swarm of people is called a *crowd*, and a crowd of gentlefolks is called the *élite*, and the élite of the city's thieves and rascals are called the *roughs*, and the miscellaneous crowd of city folks is called the *community* or the *public*, according as they are spoken of by the religious *community* or secular *public*.—*Pitman's Phonographic Magazine*.

4. CURIOUS ORIGIN OF SOME WORDS.

Dr. Latham, in his Grammar, gives some curious instances of the misspelling of words arising from their sound, which error has led to the production not only of a form, but of a meaning, very different from the original. Thus *Dent de lion*, originally referring to the flaunting aspect of the flower. *Contre-dance* has become *country dance*. *Shamefastness*, originally referring to the attire, has become *shamefacedness*, and applied to the countenance. *Cap-à-pié* has produced *apple-pie order*. *Folio capo*, Italian for the first sized sheet, has produced *foolscap*. *Asparagus*, *sparrougras*; *Girasole* *artichoke*, *Jerusalem artichoke*. *Massaniello*, the name of a famous Neapolitan rebel and the hero of the opera, is nothing but *Mas-Aniello*, a corruption of the true name, *Thomas Aniello*. *Hogoumont*, famous in the annals of Waterloo, is properly *Chateau Goumont*.

5. KNOWLEDGE OF WORDS IN THE ENGLISH LANGUAGE AN INTELLECTUAL STANDARD.

The *Edinburgh Review* enumerates the number of words in the English language acquired in childhood at one hundred, and this by an imitative process which waxes less active as the child becomes an adult. If he does not belong to the educated classes of society, he will at no period acquire more than three hundred or three hundred and fifty. Upon a stock of twice that amount he may mix with learned men, and even write a book, and this when our entire vocabulary contains thirty-five thousand words.

6. VERBAL STATISTICS.

The annexed suggestion is made by a Nottingham Journal; "Professor Max Muller, in his admirable lectures on the Science of Language, (call it, if you will, Glossology or Logology,) tells us that out of the primitive words, probably, 50,000 words or so in the English tongue, it has been found that a rustic laborer only used 300. An ordinarily educated man is supposed to use 3,000 or 4,000, while a great orator reaches 10,000. The Old Testament contains 5,642 different words; and the works of Shakespeare about 15,000; those of Milton about 8,000."

II. Papers on Colonial Subjects.

1. ON THE ORIGIN OF THE NAME "CANADA."

By Rev. B. Davies, LL.D., Member of the Council of the Philological Society, London.

The name by which the most extensive and valuable Province in British America is called, has a very uncertain, if not strictly unknown origin. To this fact Dr. Trench, in his popular work on the "Study of Words," (p. 170, ed. 9th), calls attention in these terms:—"One might anticipate that a name like 'Canada,' given, and within fresh historic times, to a vast territory, would be accounted for, but it is not." Yet there have not been wanting attempts to account for what the learned Dean justly regards as still needing explanation. And the present paper is intended briefly to recount such attempts, and also to submit a new conjecture, not so much with the idea of fully satisfying as of directing inquiry.

Among the curious, who have investigated the early history of Canada, some have sought a native origin for the name, and others a foreign one.

1. Those who hold the name to be aboriginal derive it from the Iroquois language, or rather from a dialect of the same spoken by the Onondagoes, who (as we gather from the *Archæologia Americana*, vol. ii, p. 320) call a town or village *ganataje* or *kanathaje*; while the corresponding words in other Iroquois dialects are said to be *canhata* and *andate* (among the Wyandots), *nekantaa* (among the Mohawks); and *innekanandaa* (among the Senecas). It is supposed that Jacques Cartier, who first entered the St. Lawrence in 1535 and discovered the interior of the country, and in whose narrative the name "Canada" first occurs, but without any explanation, might have heard the natives use the Iroquois word, in one of the above forms, when speaking of their primitive village, then called *Stadacona*, which stood near Quebec, and that he might have mistaken it for the name of the country, and adopted it accordingly without note or comment. And this is the explanation which appears now to find most favor; and though not satisfied with it myself, I must add that it is somewhat supported (as it has struck me) by the analogy of another term, namely *canuc* which is used vulgarly and rather contemptuously for Canadian, and which seems to me to come from *canuchsha*, the word employed by the Iroquois to denote a "hut," (See *Arch. Americana*, vol. ii, p. 322). Hence a *Canadian* would mean a "townsman" or "villager," but a *canuc* would be only a "hutter."*

2. Others have thought Canada to be a Spanish or Portuguese name, derived from *ca* (here) *nada* (nothing); and so "nothing here" would aptly express the mind of the first explorers when they found no gold or other treasures there to satisfy their greed.—Yet it appears that some gold was discovered in the country by the new comers; and geologists now find auriferous deposits in the region South of Quebec, where silver also is to be found, but especially copper. A handful of Canadian gold was shown in the Great Exhibition of the Industry of all Nations in 1851.

3. A third conjecture on this point has occurred to my mind, which may possibly be worthy of attention. I fancy the name may be of Oriental origin; for I met some years since with the word *Canada* in a very learned article on the Canarese language and literature in the *Zeitschrift der Deutschen Morgenlandischen Gesellschaft*

* NOTE.—Cartier gives "Canada" as the native name of a district surrounding Quebec, and distinguishes it from the districts of Hochelaga and Saguenay. He also gives "Canata" as the native word for a town or village.

for 1848, p. 258, where the erudite author gives *Canada* as another form of the name *Canara* and *Carnata*, from which we doubtless get the geographical names *Canara* and *Carnatic* in Southern India.

The occurrence of the word in such a connection recalled to my mind the fact, that the first discoverers of the New World thought it was part of India, and so its natives were styled Indians and its islands were called the West Indies; and it also suggested to me the possibility, that a part of the mainland was in like manner called *Canada* in reference to the part of India that was so named, either because the voyagers took it for a portion of India, or because they fancifully chose to transfer the name to the new continent. Most likely other names in America may be accounted for in the same manner, such as *Lachine*, near Montreal, and such as *Chili* in South America, which is also the name of a large Province in China. Martiniere tells us in his *Dict. Geographique et Critique*, under article *Terre Neuve*, that the Grand Bank of Newfoundland was once called "le grand Banc des Moluques," after the Malucca Islands of the East. And Columbus, it appears, wrote from Haiti to the King of Spain, saying that he had there found the renowned Ophir (Sopara), with all the treasures coveted by King Solomon (see Kalisch on *Genesis*, p. 282). A correspondent of the *Washington National Intelligencer* questions the authority of Mr. Warburton, who gives the word "Acanda" as the origin of the name of this Province. He says: "I have before me a book printed in London, in the year 1698, written by L. Hennepin, and entitled *A New Discovery of a Country greater than Europe*. On p. 37, I read: "The Spaniards were the first who discovered *Canada*; but at their arrival, having found nothing considerable in it, they abandoned the country, and called it *Il Capa di Nada*; that is, a cape of nothing. Hence by corruption sprung the word *Canada*, which we use in all our maps."

2. CANADIAN INLAND NAVIGATION.

The General Report of the Commissioner of Public Works, for 1862, contains some excellent observations on the extent and importance of our Inland Navigation. Few people have any true conception of the magnitude of the river St. Lawrence, and the great lakes of which it is the outlet. The waters of this river drain an extent of country larger than France. The great inland lakes alone exceed in extent the area of Great Britain, and comprehend more than half the fresh water on the surface of the globe. The coast line of the river St. Lawrence and the great lake measures 5,600 miles, one half of which is American, the other half Canadian. The cost to Canada of making this vast extent of coast accessible to vessels of 400 tons burden, has been \$14,000,000.

In the early settlement of the Province, and indeed, until the opening of the Erie Canal, in 1825, the trade of the country bordering upon the river and the upper lakes found its way to the sea by Montreal and Quebec. But upon the opening of that canal the products of the West were at once diverted to the other side of the boundary line, and taken to New York; and notwithstanding the noble efforts which have since been made by Canada to regain a fair share of this trade, by the construction of canals of more than double the tonnage capacity of the Erie Canal, and by the formation of a more direct and cheaper channel of inland navigation, still, such has been the commanding influence of that great commercial metropolis in drawing trade to itself, and in keeping down the price of ocean transport, that these efforts, though not fruitless, have not been so successful as at first anticipated.

A vast stream of traffic has been diverted from the St. Lawrence, and continues to flow, through the Erie Canal with augmented volume, notwithstanding the railway competition it had to encounter in later years. In 1861, the bulk of property transported both ways upon it amounted to upwards of four and a half millions of tons, of the value of one hundred and thirty millions of dollars, and yielding to the State, in tolls, a revenue of nearly four millions of dollars.

The St. Lawrence route, on the other hand, was not fully opened till 1847, and the returns during a series of years show that, with considerable fluctuations and reactions, the traffic has gradually increased, though not in so marked a degree as might reasonably have been expected. The bulk of property transported both ways through these canals amounted, in 1861, to 1,020,483 tons through the Welland, and 886,908 through the St. Lawrence; and the revenues which would have that year been derived from the traffic, had the usual tolls of former years been imposed, would have amounted to \$392,289: scarcely more than a tithe of that collected the same year upon the Erie Canal.

THE TIMBER SLIDES ON THE GREAT LUMBER RIVERS OF CANADA.

In 1862, the enormous number of 326,781 pieces of square timber, and 90,000 saw logs passed the Chaudière slides. From the Gatineau river 9,251 square pieces of square timber, and 154,918 saw logs have been brought down. On the Saguenay the following timber

passed through the slides:—43,289 white pine logs, 7,000 spruce logs, and 715 pieces of ship timber.

THE NOTRE DAME MOUNTAINS.

The range of the Notre Dame or Shick-Shock Mountains, which begins at the Matane and runs nearly east and west magnetically, is about 2,000 feet in height, and two miles in breadth at its western termination. At the Chatte it increases to 3,500 feet in height, and to six miles in breadth. At the St. Anne, where it seems to split—one portion running towards the south-east, and the other a little to the north of east—one of the most elevated summits, called Mount Albert, attains an elevation of 3,778 feet. From the latter stream, the northern portion of the range, which reaches the height of 4,000 feet near the head of the Marsouin river, continues to the rear of Mont Louis, until it strikes the river Magdalen, with a breadth of about 1½ miles, at about 17 miles from the St. Lawrence; thence from the south side of the Magdalen, with heights rising from 1,500 to 2,000 feet, it is subdivided into a series of parallel ridges, cut transversely by the deep gorges of north and south flowing streams, until it reaches Cape Gaspé, where it terminates with cliffs 700 feet in height. It occupies the most of the space between the St. Lawrence, on the one side, and the Bay of Gaspé and the Darnmouth River, on the other side.

From the Magdalen westward the summits of the peaks are of bare rock. West of Mount Albert, on the less elevated portions, but on the highest plains, the principal growth is dwarf spruce, with a small white birch of diminutive size, growing widely apart; the intervening surface being covered with tall ferns. At a lower elevation the soil supports a mixed growth of larger size, consisting of a very open bush of spruce, white and black birch, cedar, and some white pine. East of Mount Albert, which is a vast bare rock, the range towards the Magdalen is generally destitute of vegetation; the rocks of a pale green colour, are generally hard, close textured, and silicious, on the summits of the highest peaks, near the Chatte Mount Albert. Barn shaped or conical mountains, are composed of igneous rock or trap; Table topped mountain, another of the most elevated peaks, and belonging to the same range, is composed of intrusive rock, and occupies an area of 72 square miles, the greater part of which is bare rock.

COAST OF GASPÉ.

From Cap de Chatte to Tourelle, the banks of the St. Lawrence vary from 12 to 50 feet in height.

Between Tourelle and Great Fox River, the coast is flanked by an almost continuous series of cliffs towering from 100 to 400 feet in height, interrupted at intervals of from three to six miles by numerous streams descending from the south. These are walled in on either side by mountain ridges which increase in height as they recede from the shore or from 800 to 2,000 feet or more, at distances varying from 8 to 15 miles, where, on the portion west and north of the Magdalen, a somewhat level tract of land, at their base is found, forming what is commonly called the Grand Savanne; this depression or valley, which has been examined, extends from the Ste. Anne eastward to the Magdalen.

Long stretches of the beach, along the shore, are composed of shaly rock, sand and gravel; or are scattered over with fragments of rock from the cliffs, and are only partly covered during high water, whilst others remain submerged during low water, but for short distances. This is the route followed by the mail carrier, for the weekly transmission of the mails to and from Cape Rosier and Gaspé Basin. Such points as are covered by water constantly or only occasionally, when the tide is high, are generally avoided by passing across the spurs of the headlands or summits of the cliffs, or by waiting until the tide is partly low.

No continuous line of road, therefore, is practicable along the beach.

COAST ROCKS.

Between the Chatte and Tourelle, the coast consists of bands of conglomerate limestone, black bituminous shales, and thin calcareous sandstones.

From Tourelle downwards the cliffs, in many places, are nearly perpendicular, and sometimes overhanging and threatening destruction to the foot traveller at their base. West of the Magdalen they consist chiefly of frequently disturbed strata of coarse and fine grained calcareous sandstone, in beds of various thicknesses, interstratified with black graptolitic or indurated and bituminous shales, and thin arenaceous limestones; east of the Magdalen the rocks possess a very uniform lithological character; they consist of black bituminous argillaceous shales, interstratified with thin, gray calcareous sandstones, and thin, grey yellowish weathering limestone. Graptolites are found on some of the limestones and in the shales.

Bands of black dolomites, capable of yielding good hydraulic cement, and limestone fit for burning are occasionally found among the strata, together with an abundance of building and flag stones.

SOIL AND TIMBER ON THE HIGHLANDS.

The mountains—of which these cliffs form the base—present upon their slopes and summits long stretches of land fit for cultivation and settlement; the most elevated portions are generally covered with a growth of white birch, spruce and balsam fir, from 6 to 12 inches in diameter, 40 to 60 feet in height, on a good description of light, sandy loam; on the less elevated portions and upon the slopes, the same description of timber, but of a larger size, prevails, being frequently intermixed with black birch, cedar, maple and poplar, from 9 to 18 inches in diameter, by 40 to 50 feet or more in length, and the soil improves in quality in proportion to the size of the timber and the quantity of earth and vegetable matter, which increase with the decrease of the surface elevation above the sea. As far as could be judged in the winter season, from the description and size of the timber and the soil on the roots of overblown trees, the land along the western division of the line is superior to that along the eastern division, where the soil is apparently more stony and gravelly, and of a lighter and drier nature. On the whole it appears more favourable for cultivation than the lands along the Témiscouata and Saguenay routes, which were examined and reported upon in 1860.

3. LESSON ON BRITISH COLUMBIA.

1. Position.—This is one of the most recently formed of the British Colonies, having been erected into one by a Bill passed in 1858. It is situated in the far west of North America, on the shores of the Pacific; N.E. of Vancouver's Isle, and E. of Queen Charlotte's Isle. It lies between 49° 55' N. Lat. and 115° 133' W. Long.

2. Boundaries.—It is bounded on the north by the Simpson River, flowing west, and the Finlay, a tributary of the Peace River, flowing east; on the east by the Rocky Mountains; on the south by the United States; on the west by the Pacific Ocean.

3. Extent.—It measures about 420 miles in breadth, and 300 miles in length. Area about 120,000 square miles.

4. Natural Features.—As a whole the province is rugged and lofty. It is divided into three principal sections by the ranges of mountains by which it is traversed, and which are nearly parallel to the Rocky Mountains. The coast is a good deal indented by arms of the sea. The whole province is well watered.

5. Climate.—The summer of British Columbia is said to be warmer than that of England. In the high lands along the Fraser and its tributaries the winters are more severe than in England, but healthy.

6. Productions.—Previous to being made a colony, and when under the Hudson's Bay Company, it yielded skins of various kinds, salmon of excellent quality, and timber. It is, however, to its mineral resources, especially gold (discovered 1857) that this colony owes its position. Silver, copper, coal, and iron, are also found.

7. Mountains.—The Rocky Mountains on the eastern frontier; highest summit, Mount Brown, 16,000 feet high; Peak Mountains in the north.

8. Lakes.—Numerously scattered over this region, such as Flat Bow, Lower and Upper Arrow, Okanagan Shaushwap, Quesnel, Chilicotin, and Stuart Lakes.

9. Rivers.—Kootanie, Columbia, Fraser (said to have sixty affluents), Salmon, Simpson, Finlay, and Peace, are the chief.

10. Towns.—New Westminster, chief town and port, Langley Fort, Fort Hope, Fort Yale, Lytton, Fort Alexandria, and Fort George, all on the Fraser. Lilloet, on the Harrison, a tributary of the Fraser; Simpson, at the mouth of the Simpson River.

11. History, etc.—The coast was traced by Cook in 1778, by Lieutenant Meares more fully in 1788, and five years later by Vancouver. Along with the rest of the vast territory of British America N. and N.W. of Canada, it was occupied by the trappers of the Hudson's Bay Company, whose charter extended from 1669 till 1857. People from all countries have been hither, adventurers from the United States, from Great Britain and its dependencies, and even from China. In political matters, the governor, as yet, executes functions both legislative and executive. For judicial purposes, there is a supreme tribunal, which goes the circuit, and there are local courts, which exercise jurisdiction in cases of debt up to £50. The province is a diocese of the Church of England, and the bishop, who has eight or ten clergymen under him, has established missions among the Indians and the Chinese immigrants.—J. B. F., in *Pupil-Teacher*.

4. HOPE, ON THE FRASER RIVER.

Hope is perhaps the prettiest town on the Fraser. Indeed, until Cayoosh, or, as it is now called, Lilloet, is reached, there is no other settlement that will bear comparison with it. Behind it Ogilvie Peak rises abruptly to a height of 5000 feet; to the right stretches the valley of the Que-quealla, through which the trail to

the new gold districts in the Semilkameen country is cut; while in the front the river glides, its channel divided by a beautiful little green island, the hills upon its opposite bank rising gradually to a considerable height, and forming a charming background to the prospect. High expectations are entertained of Hope by its settlers; and indeed, since the discovery of gold in Rock Creek and Semilkameen Valley, for both which districts Hope must serve as the emporium, there is a probability that they may be, in some degree at least, realised, though at present, all traffic being directed to Cariboo, it is not thriving.—*Mayne's British Columbia and Vancouver Island*.

5. AUSTRALIA THE LAND OF CONTRARIES.

In Australia the North is the hot wind, and the South the cold; the westerly wind the most unhealthy, and the east the most salubrious. It is summer with the colony when it is winter here, and the barometer is considered to rise before bad weather and to fall before good. The swans are black, and the eagles are white; the mole lays eggs, and has a duck's bill; the kangaroo (an animal between the deer and squirrel), has five claws on his fore paws, three talons on his hind legs, like a bird, and yet hops on his tail. There is a bird (meiliphaga) which has a broom in its mouth instead of its tongue. The cod is found in the rivers, and the perch in the sea; the valleys are cold and the mountain-tops warm. The nettle is a lofty tree, and the poplar a dwarfish shrub; the pears are of wood, with the stalks at the broad ends; the cherry grows with the stone outside. The fields are fenced with mahogany, the humblest house is fitted up with cedar, and myrtle plants are burned for fuel. The trees are without fruit, their flowers without scent, and the birds without song. Such is the land of Australia!

6. GIGANTIC AUSTRALIAN TREE.

In a gorge on the declivity of the Mount Wellington range, near Tolossa, about six miles from Hobart Town, a tree of the blue gum (*Eucalyptus*) species, stands close to one of the small rivulets that issue from the mountain, and is surrounded with dense forest and underwood. It was measured with a tape, and found to be twenty-eight yards in circumference at the ground (more than twenty-seven feet in diameter), and twenty-six yards in circumference at the height of six feet. It has all the appearance of being quite sound except at one place, where the bark has been displaced, and showed a small portion of decayed wood.—*Proceedings of the Royal Society of Van Dieman's Land*.

III. Papers on Truth in Children.

1. TRUTH CULTURE

There is no defect of character more lamentable than a want of truthfulness. The man who lacks veracity, is, indeed, destitute of integrity or *wholeness*; he is unsound, broken. The liar is like a bilged ship. The greater the difficulty in his keeping afloat. Although tact and shrewdness may be working the pumps, their efforts are unavailing. He must founder and go down to the depths of infamy.

A want of truthfulness is not merely a defect; it is a moral disease under which the whole character is often destroyed. Like venous blood in the arterial circulation, it vitiates and poisons man's entire moral nature.

The prevalence of this vice among children is not in exact conformity to Lord Palmerston's dogma that "all children are born good." A wiser man than the English Premier has said, "They go astray as soon as they are born, speaking lies."

Nor is lying wholly a juvenile vice. While it is true that business, society and the state are sustained by the general integrity of the people, it is also true that falsehood is fearfully prevalent. The very atmosphere we breathe is heavy with lies—fashionable, social, mercantile, political and civil—with broken oaths and perjuries.—Politics is lying "made easy." This infamous Rebellion which is filling the land with mourning, is organized falsehood under the direction of the very Father of Lies!

These facts must impress every thoughtful parent and teacher with the very great importance of early instilling into the minds of all our youth a *more sacred regard for truth* and a thorough and active hatred of falsehood in all its guises and forms. We repeat what we have already said in these pages, that no efforts of the teacher are worth half so much as those which make his pupils frank, honest, truthful.

It is greatly to be feared that many teachers are sadly deficient, to say the least, in moral power. We have seen schools in which gross deception and lying to circumvent the teacher were evidently

regarded by the pupils as honorable strategy. Deceit seemed to lurk beneath almost every book and slate, and to show itself at almost every favorable opportunity. Such a school life is terrible in its consequences. No scholar can make a daily practice of deceiving his teacher in regard to his conduct, the preparation of his lessons, etc., without greatly weakening, if not destroying, the integrity of his character. The somewhat prevalent notion among school-children that lying to the teacher is less mean and base than deception practiced toward a school-mate or a friend, is a fruitful source of this great evil. The moral sentiment of every school should utterly condemn such erroneous views and practices. It should frown upon every effort to divorce the school-life of a pupil from his real life.

We urge upon teachers the vital necessity of giving increased attention to this subject. As whispering is the root mischief of the school-room, so lying is the central vice. And as numerous annoyances disappear when whispering is banished, so many other evil habits fall with falsehood. It is impossible to quicken a boy's moral sense to a manly hatred of lying, without increasing his moral power to resist whatever is mean and dishonorable. Our advice, then, to the teacher is to carry this stronghold of the enemy. But how shall this be done?

1. *By the teacher's personal influence.* There is no influence in moral discipline so potent as that which reveals itself in the daily life of the teacher. Nor must it be forgotten that this power, so irresistible, emanates secretly and rises unconsciously from the inmost spirit of his being. If there is not devotion to truth burning within, his outward efforts will avail little. At every point of contact with the teacher, the scholar must feel the presence and the charm of manly integrity.

Addison, in one of his beautiful allegories in the *Spectator*, describes the entrance of Truth into the mythical regions presided over by the goddess of Falsehood. As the dazzling light which flowed from the person of Truth shone upon Falsehood, the goddess faded insensibly, until she seemed more a huge phantom than real substance. As Truth approached nearer, Falsehood with her retinue vanished, as the stars melt away in the brightness of the rising sun.

2. *In his entire treatment of the school, the teacher must be rigidly honest.* In moral training, the teacher cannot act the part of a sign-board. He must travel the way he points. If he attempts to deceive patrons and visitors in regard to the actual attainments of his school, he need not marvel if his scholars, on the principle that what is fair in the teacher is fair in the taught, deceive him.

We have not space, however, to enumerate all of the various modes in which teachers often encourage falsehood. The excellent and pointed remarks which we have copied in another place from the *Massachusetts Teacher*, relieve us from this necessity. We can not, however, refrain from adding our testimony on the pernicious influence of making rash promises to be broken, and hasty threats to be repented of. The simple truth is that the teacher who perpetually threatens and rarely performs, is a great liar. Be sparing of threats. Consider well, before you issue your fiat, whether it will be best to carry it out. Having issued it, *faithfully keep your word*, or frankly acknowledge the promise hasty and wrong.

3. *Be faithful to a true standard of school work.* In making recitations, in keeping a record of tardiness and absence, etc., the *exact truth*, nothing more, nothing less, should be recorded. The practice of giving a pupil who has partially failed, credit for a "perfect" recitation for encouragement, assisting him by "leading" questions or otherwise, or, what is worse, of reciting for him and transferring to his account your efforts, inevitably weakens the teacher's moral influence. The practice of cramming pupils with answers to the *probable* questions of an examination to which they are to be subjected, is open to the same censure. We have known teachers, on an occasion when their schools were to be compared with other schools of the city, by means of a written examination, to cover their blackboards with those questions *most likely* to be asked, and then spend days in their review. Of course, the standing of a school thus crammed will depend not so much upon its *real attainments*, as upon the skill and prophetic ken of the teacher. The class work of the teacher should be *honest* and *thorough*, not only forbidding deception in the pupil, but also inspiring him with a manly sense of personal honor.

4. *Remove as far as possible the temptation to falsehood.* This suggestion does not forbid the use of what is known as the "self-reporting system" of school government. It only requires that, in whatever particulars scholars are required to report their conduct or work, the stronger influence should be on the side of truth-telling. Much depends on the manner in which offences owned are treated. The pupil who frankly and with evident regret acknowledges his error, has half atoned for it. Very much, also, depends on the mode of investigating cases of disorder. A skilful disciplinarian will rarely find it necessary to ask one scholar to give information directly implicating another. It is generally best to make it the *interest* of the

offender to report himself. In case of flagrant misdemeanors, an opposite course may be necessary. If the moral sentiment of a school is at all healthful, the author of ordinary mischief may be disclosed by asking the scholars who did *not* do it, to rise. This will generally lead to the information required. Ever treat your scholars as though you had confidence in their veracity.

5. *Increase your scholars' regard for truth by positive precept and instruction.* Xenophon tells us that the children of ancient Persia spent as much time at school in acquiring just views of right and wrong in human conduct, as the youth of other nations did in gaining a knowledge of science. Such instruction is doubtless best imparted in the manner developed by Mr. Cowdery in his "Moral Lessons." Examples of noble fidelity to truth, or the opposite, should be narrated in an interesting manner, and then be made the subject of familiar conversation with the pupils. Great pains should be taken to picture the manliness of truth and the meanness of falsehood.

The earnest teacher will find abundant materials for such instruction in the incidents which have occurred under his own observation, in the columns of the newspaper, in the characters and events of history, and especially in the narratives, proverbs and injunctions of the Bible. Around, beneath and through all your efforts, let there be the vitalizing power of an earnest, consecrated heart.

2. SKETCH OF A MORAL LESSON ON TRUTH.

[This admirable model lesson was submitted by E. A. BLOOD, a member of the Oswego Training School for Teachers, on the final examination of the Class.]

I. *Introduction.*—Children, you have all seen apple trees growing, and know how nice and tempting the apples look when ripe. I will tell you a story of an apple tree, and it is a true story; so, if you wish to remember it, you must pay good attention.

II. *Story told.*—One summer I was teaching school in the country; very near the school house lived two old ladies who were quite poor; they had a garden in which were several fruit trees; among these was a large, nice apple tree; it was separated from the school yard by a fence which was so built that the children could not only see the apples as they lay on the ground, but could reach them by standing on the fence; sometimes when the little children were out at recess, and these ladies were at work in the garden, they would give them each an apple, but told them they must never take any without permission—asking for them. Would it have been right for the children to have taken the apples without permission? Why not?

III. *Crime and Discovery.*—One morning two little boys were absent from school; when it came time for their classes to read, I went to the door to see if they were not coming; there stood the boys, eating an apple; I asked the larger boy where he got it; he did not answer; I asked him again; he said the little boy picked it from the tree; I was very sorry to hear this, for I thought this little boy was honest and good; when I asked him how he came to take the apple, he said the larger boy told him to get over the fence and pick up one they saw on the ground; he refused; then he told him to get on the fence and try to reach a branch that was very near; the little boy did not see the apple on the end of the branch, but the larger boy did; when he took hold of the branch, he took the apple with it; he was very much frightened when he saw what he had done, but the larger boy took it and told him to say nothing about it, for no one saw him. Was this true? Who did see him.

IV. *The indirect lie.*—Which of the boys, do you think, should have been punished? The smaller one actually took the apple, but did not mean to—was sorry for what he had done—and when I asked him about it he told the truth. What ought he to have done when the boy told him to reach the branch? (Refused, as he did when he told him to get over the fence.)

Do you think the larger boy a truthful boy? What ought he to have done when I asked him where he got the apple? He told a lie, even though he did not take the apple; this shows us that we may tell a lie even when we truly tell what took place.

V. *Practical Lesson.*—What would the rest of the children think of the boy who told the lie? Would they love him—trust him? Would God be pleased? What does He wish us to do? He will bless the child who speaks the truth. We should always speak the truth, though it may lead to punishment.

Our hearts will tell us when we have done right, and all that know us will speak well of us.

TEXT.—"He that speaketh lies shall perish."

3. TEACHING CHILDREN TO LIE.

Children are often taught to lie. Very many of them readily accept such teaching. They are apt pupils. Fathers and mothers and teachers teach them to deceive, to be false, to lie. Children take to lying almost as readily as a duck to a green puddle. Moral

and religious training alone can make them truthful. Without this training they are certain to grow up into habits of untruthfulness. Liars of every grade, from the gentle equivocator to the deliberate, malicious falsifier, are found in almost every school. They need to be watched, taught, reformed. By many good and wise teachers, truthfulness in all its purity and nobleness is faithfully inculcated, and conscientiously exemplified. By many, less good and wise, falsehood is taught by precept and example. This bad teaching is given in various ways:—

1. Children are taught to lie by a teacher who gives them false reasons for his acts. He has an object to accomplish, which he would conceal from his pupils; he therefore presents an untrue reason, or unreal motive, instead of the true or real one.—For example: At the public examination of a certain school, the teacher of one class said in a low tone to the poor scholar at the foot, "You needn't recite to-day. We shant have time to hear you." The boy instantly replied, "Is that the true reason, sir?" The teacher had lied to the boy, and the boy knew it. What effect that one lesson may have had, time will tell. Children are quick to detect departures from truth on the part of the teacher. They are equally quick to say, "If our teacher does such things, it is right for us to do them." If a teacher is detected in a single instance of falsehood, his moral power over his pupils is weakened—perhaps destroyed.

2. Children are taught to lie, when they are trained to seem to know more than they do know. This is a too common mode of giving this kind of instruction. Public examinations of schools, if real examinations, are highly useful; but if, as is frequently the case, they are shams and humbugs, they are exceedingly pernicious.

When, preparatory to an examination, one part of a book is assigned to one scholar and another part to another, and afterwards they are made glibly to recite their several parts in such a manner as to say in substance to the public, "This is a fair specimen of our knowledge of the whole book,"—the examination is a downright lie. The children have learned a dreadful lesson.

We once heard at an examination a brilliant exercise in mental arithmetic. We afterwards said to a girl who distinguished herself in the exercise, "Did you know that you were to recite the particular examples which you performed?" "I did," was the answer. The class was deliberately taught to deceive the public.

One of our former teachers, wishing a class in spelling to appear well, drilled the class upon six words on each page of the spelling book. At the close of the term we seemed to the assembled audience to know every word in the book. The teacher and the pupils knew how great a falsehood had been told.

Many a brilliant examination, that has elicited admiration and applause, has been nothing but a deliberate sham—an outrageous swindle. In a moral point of view, the man who thus deceives the public is as blame-worthy as the man who obtains money from his neighbour by false pretences—aye, even more so; for the man who swindles for the sake of money injures but one person, perhaps, pecuniarily, and no one but himself, morally; whereas the teacher who strives to gain applause dishonestly, does so at the cost of the moral character of every one of his pupils. "If it is fair to cheat in school, it is fair to cheat elsewhere!" So say quick-judging boys and girls.

3. Children are taught practical lying by a teacher who pretends to be doing what he is not doing. For the sake of detecting scholars in wrong acts, the teacher sometimes makes a pretence of being profoundly inattentive to what is going on in the school room, while every child possessing a particle of brains knows that the teacher is eagerly watching for any violation of rules.

We remember a teacher who used to spend a large part of his time in seemingly profound study. With his book before him and his eyes shaded by his hands, he said by his actions, "Boys, I am studying. I shall not see you, if you do play." But the boys soon learned that when the master thus told them he was not looking, he was looking very sharply between his fingers. They soon learned to say, "That is a game we can play as well as you," and they played it. The lesson in acting falsehoods was quickly learned.

4. The making of promises that are not fulfilled, and the uttering of threats that are not executed, tend to make children think lightly of untruthfulness. The sacredness of one's word cannot be too carefully guarded.

These are but a few of the ways in which children in school are taught to speak and act falsehoods.—Believing that teachers have much to do with the moral character of their pupils, exerting an influence upon them which can never cease, we hold it to be the duty of every teacher to be open, above-board, true, in all his dealings with his young charge, and to utterly abhor all shams and false pretences. If a man cannot sustain himself in school without lying and swindling, thus teaching his pupils to lie and swindle, let him abandon school-keeping, or die, or do something else equally useful to the public.—*Resident Editor Massachusetts Teacher.*

IV. Papers on Practical Education.

1. VALUE OF FEMALE TEACHERS IN COMMON SCHOOLS.

The practice of employing female teachers for consecutive terms is yearly gaining ground in our rural districts, and we rejoice that it is so. In a majority of the districts of the State, it would be far better to employ lady teachers, term after term, than to have the frequent changes now so common. We believe that our best female teachers are fully competent to instruct and govern a large proportion of the schools of the State, and we see no good reason why they should not be employed and liberally compensated for their services. These schools do not offer sufficient inducement for male teachers, as permanent situations,—and therefore we would urge upon such districts to give more of permanence to their schools by employing female teachers for consecutive terms. We fully concur in the following views contained in a late report of Rev. B. G. Northrop, Agent of the Mass. Board of Education.

"The leading objection to the policy of employing permanent female teachers in our common district schools, is founded on the supposition that delicate and timid women will not succeed so well in the government of schools in which rough and refractory boys are gathered together. This is a very common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was the prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration bears a near affinity to this antiquated notion. During the present winter a competent teacher was rejected, on examination in one of our towns, because the committee judged, from his smallness of stature, that "he would not be able to whip the larger boys." A tall and stalwart man was therefore secured, who, relying on his physical strength, and seeking only to govern, failed at once in every thing else, and after two short weeks even in that, and gave up in despair. Horace Mann well said: 'A man may keep a difficult school by means of authority and physical force; a woman can do it only by dignity of character, affection, such a superiority in attainment as is too conspicuous to be questioned.'

"A silent moral power ought to reign in the school room rather than ostentatious and merely coercive measures. Its influence is more happy, effective, and permanent. Corporal punishment may be used as a dernier resort in extreme cases. But true wisdom and skill in school government consists in the prevention rather than in punishment of offences,—in cultivating the better feelings of our nature, truthfulness, generosity, kindness and self-respect, love of study and a sense of duty. Such influences women are pre-eminently fitted to wield. Refined and lady-like manners, with a mellow and winning voice, will exert a peculiar sway, even upon the rudest and most unmannerly youth. A striking illustration of this influence over the most turbulent elements I witnessed in one of our State Reformatory institutions, a few weeks since. A division of these rough boys, unmanageable in the hands of their former teacher, and often needing the sternest discipline, under a new teacher of great skill, patience, and genuine kindness, was soon won to obedience and attracted to order and studiousness; interest was awakened, ambition excited, and hearts all unused to love, and still more, to be loved, were strangely inspired with respect and affection for their teacher. Even upon these rough boys there was a silent power in the very face of their teacher, beaming with love for them and enthusiasm in her truly noble work.

"Females seem to be better adapted by nature to teaching little children. Male teachers seldom leave their impress clearly marked upon young pupils. They lack the requisite gentleness, the patience and perseverance in little things, the quick discernment of character, the instinctive power to inspire the youthful spirit and arouse its latent powers. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the needful impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a more bountiful share of these desirable qualities.

"Facts on this point may be more satisfactory than arguments. In a certain school which I visited under both administrations, the last male teacher utterly failed in the maintenance of order, although highly favored with the old essentials of a good disciplinarian, "tall and stout," and although he used the rod with merciless freedom and severity, his authority was nevertheless openly resisted. A female teacher has since, without difficulty, governed the same school, numbering over fifty pupils, of whom fourteen were over fifteen years of age, five over seventeen and one over twenty. Her government was easy and persuasive, yet dignified and firm. Her

intelligence, skill, tact and kindness made the school a model of good order. A single case, I am well aware, proves little, but the instance I have related is only a fair illustration of a multitude that have come under my observation. Great care of course must be taken in the selection of teachers. Unless they are competent, the experiment will be likely to fail."

2. HOURS OF TEACHING.

A very remarkable pamphlet has recently made its appearance in England, containing statements of facts that ought to command the attention of the civilized world. The pamphlet is written by E. Chadwick, Esq., C.B., and published pursuant to an address of the House of Lords. The subject of this pamphlet is education, and it is devoted to the discussion of three matters—the organization of schools, the hours of study, and physical training. Our attention has been arrested by Mr. Chadwick's statements of facts in connection with the second of these three subjects—the hours of study. Struck by the frightful disproportion between the powers of childish attention and the length of school hours, he has directed questions to many distinguished teachers. Mr. Donaldson, head master of the Training College of Glasgow, states that the limits of voluntary and intelligent attention are—with children from 5 to 8 years of age, about 15 minutes; from 7 to 10 years of age, about 20 minutes; from 10 to 12 years of age, about 30 minutes; and continues: "I have repeatedly obtained a bright, voluntary attention from each of these classes, for 5, or 10, or 15 minutes more, but I observed it was at the expense of the succeeding lesson."

The Rev. J. A. Morrison, Rector of the College, speaking on the same subject, says:—"I will undertake to teach one hundred children, in three hours a day, as much as they can by possibility receive; and I hold it to be an axiom in education, that no lesson has been given till it has been received; as soon, therefore, as the receiving power of children is exhausted, any thing given is useless—nay, injurious, inasmuch as you thereby weaken, instead of strengthen, the receiving power. This ought to be a first principle in education. I think it is seldom acted on."

3. DECLAMATION IN PRIMARY SCHOOLS.

BY REV. A. D. LORD.

The declamation of selected pieces has long been a regular exercise in our higher schools and seminaries; and though, like composition-writing, it is attended with difficulties, and often fails to accomplish the most satisfactory results, it has its uses. We believe that it should receive more of attention than is usually given to it, and that teachers should be prepared to make it much more beneficial to their pupils than it has generally been.

To secure all the benefits which may be derived from the practice, it should be commenced in the primary school, and the youngest scholars in our district schools should engage in it, as soon as they can count twenty, or commit simple rhymes. Both girls and boys should practise it, the boys going forward to a stage or to the front part of the room, and the girls rising at their seats, if preferred.—The selections should be very short, and such as they can understand. Four, six, or eight lines of poetry, or a single paragraph of prose, would be far better for the purpose than anything of four times that length.

The objects to be arrived at in these early exercises are, first, to form the habit of committing to memory readily; and, second, to secure such self-possession as will enable them to utter, clearly and without embarrassment, what they have learned, when others are looking at them.

Stanzas of hymns, the words of the school-songs, or short, spirited sentences of any kind, may be used. Even a line or two of the multiplication table or one of the tables of denominate numbers might be repeated, or a scholar required to count or number from one to thirty, rather than have him fail to take any part in the exercise.—*Ohio Educational Monthly*.

4. OBJECT TEACHING—PETRIFICATIONS.

Perhaps few natural subjects have been less understood by the pupils of our common schools than the transformations which we occasionally observe in both vegetable and animal substances,—and, yet, there are few objects in the various forms of matter that are more curious.

A teacher in Pennsylvania, who, with his pupils, has been industriously employed in collecting a cabinet of minerals, a short time since produced before his class in mineralogy, the following specimens, viz:—Several portions of petrified clams: a land tortoise, perfect in every part but one of the feet; several pieces of wood, of different kinds, in which not only the bark, but the grain of the

wood, could be readily distinguished, so as to enable the beholder to identify the different species. In addition to these there was a *hone*, which bore the distinct marks of dressing, as a block of wood, showing that, to some extent at least, the change must have been artificial.

Holding up a piece of the petrified wood, claiming the attention of the class, and submitting all parts of the object to examination, and at the same time, identifying it with some pieces of the unchanged wood,—he queried with them "what could have been the process by which the change had been effected?" Contrary to expectation, he discovered that no one of the class had any theory on the subject,—though all appeared to have some vague idea of substances being changed to stone.

One of the first suggestions that occurred to the teacher was, to exemplify to his class the fact that even water, apparently the most pure, holds in solution various earthy or calcareous substances. Thus, the water dripping through limestone, forms stalactites depending from the roof of a cave, or stalagmites on its floor,—by deposits from the water, in each case; and thus water in filtering through calcareous or silicious earth, embodies a part of the incumbent substance.

One condition only is wanting in this, for the petrification process to commence. This is, the gradual decomposition of the substances on which the water (holding earthy matter in solution,) may chance to fall, so that, as the particles are gradually displaced, in the decay going on, the former space may be occupied and the figure retain the same form as the original substance. Thus the grains of wood and the colored bark give the peculiarity of its external form to the stony substance. In confirmation of this view, pieces of wood were exhibited in which the change had been but partially effected:—as, for instance, they were composed partly of wood, combining therewith the real silicious portion.

"The twig found in the spring, imbedded in pure sand, has often been seen completely enveloped with the siliceous matter, and no cavity perceptible but the small space occupied by the *pith*. In process of time this space also, will be closed, and nothing but its form remain, indicating the heart of the wood; and further inspection, by breaking the *stone limb*, has displayed the *growths* to which allusion has been made." * * * * *

"To recur to the *hone*, which has been originally dressed out of wood submitted to the influences to which I have referred,—the same changes have been wrought. This is the silicious petrification so useful in the form of the best whet-stones."

The above was somewhat like the history given to the class, of the petrification of vegetable substances. Such changes are sometimes effected, on a very small scale, as in that mentioned of sticks found in the spring. In others, petrified logs of considerable size are familiar objects in many parts of the country. In these, not only the *growths* are often distinctly marked, but the *bark and knots* are given with all their peculiarities of form and openings. Besides these, plants, shrubs and trees of the most marked characteristics, have been shown in museums, and are often found in the cabinet of the curious.

But the most remarkable field of wonders of this kind is spoken of by travelers, as having been witnessed in the Petrified Forest near Cairo, in Egypt. Of this it has been remarked: "There is, perhaps, scarcely a spectacle on the surface of the globe more wonderful, either in a geological or picturesque point of view."

Of the animal substances in a state of petrification, their history was but another edition of that given in relation to the vegetable changes. How the tortoise was arrested in his progress and turned into stone, must remain a secret to all coming time. Perhaps the losing of one foot might have contributed to his misfortune. As to the clams, I presume they might have been taken from a large quarry, in tide-water on the Delaware river. I have known them to be taken from one of these localities by the cart-load. In all these cases, the shell has been found completely decomposed, and the space within representing the bed of the clam, is occupied with a kind of ferruginous sand, firmly connected together.—*Pennsylvania School Journal*.

V. Papers on Natural History and Science.

1. OUR NORTHERN FAUNA.

Mr. Wm. Couper thus writes to the *Quebec Mercury*:—"The following is copied from the *American Journal of Science and Arts*, March, 1863. It is given as an addenda to my correspondence in your paper of the 24th instant:—

"Recent Explorations encouraged by the Smithsonian Institution." Those who have paid attention to the reports of the Smithsonian Institution are aware that one method by which that establishment has contributed to the advancement of science has been the encour-

agement of expeditions to different parts of this continent for the collection of specimens of Natural History, and for the observation of physical phenomena. The report recently distributed, which covers the proceedings of the Institution for the year 1861, contains some interesting information respecting the progress of several explorations. I refer the reader to the *Journal* for explorations made in the peninsula of California; but the recent Northern contributions to Natural Science are of such interest, that the lover of knowledge will appreciate them. "*Explorations of the Hudson's Bay by Mr. Kennicott.*" "At the date of the last advices from Mr. Kennicott, when the Smithsonian Report for 1860 was presented, he was at Fort Resolution, on Slave Lake, where he spent the preceding spring and summer, principally in collecting eggs of birds.—He left Fort Resolution in August, 1860, and returned to Fort Simpson and proceeded down the Mackenzie to Peel's River. From Peel's River he crossed the Rocky Mountains to La Pierre's house, occupying four days in the transit, and arriving Sept. 18th; left the next day for Yukon, at the junction of the Porcupine or Rat River and the Yukon or Pelly river, in about latitude 65° and longitude 146°. Fort Yukon, the terminus of his journey, was reached on the 28th of Sept., 1860."

"The latest advices on file from Mr. Kennicott were written Jan. 2nd, 1861, up to which time he had made some interesting collections." * * * * *

He expected by early spring to reach Fort Anderson, near the mouth of Anderson river (a stream between the Mackenzie and Copper Mine rivers) and in the barren grounds close to the Arctic Ocean.—At Fort Anderson he expected to collect largely of the skins and eggs of birds, rare mammals, &c. * * * * *

"The gentlemen of many of the Hudson Bay Company's posts have largely extended their important contributions to science, (referred to in the Report) of the highest value, which taken in connection with what Mr. Kennicott the naturalist is doing, bid fair to make the Arctic natural history and physical geography of America as well known as that of the United States."

"Pre-eminent among these valued collaborators of the institution is Mr. Bernard R. Ross, Chief factor of the Mackenzie River district. This gentleman's contribution consists of numbers of skins of birds and mammals, some of great variety, insects, &c., besides a very large series of specimens illustrating the manners and customs of the Esquimaux and various Indian tribes. Mr. Ross has also deposited some relics of Sir John Franklin, consisting of a gun used by him in his first expedition, and a sword belonging to the last one, and obtained from the Esquimaux. Mr. Ross is at present engaged in a series of investigations upon the tribes of the North, to be published whenever sufficiently complete, and illustrated by numerous photographic drawings."

The following gentlemen connected with the company have also contributed material of great value:—Mr. James Lockhart, Mr. W. Hardisty, Mr. J. S. Onion, Mr. John Reed, Mr. A. Taylor, Mr. C. P. Gaudet, Mr. Jas. Flett, Mr. A. Mackenzie, &c.

"Second in magnitude only to those of Mr. Ross are the contributions of Mr. Lawrence Clark, Jr., of Fort Rae, on Slave Lake, consisting of many mammals, nearly complete sets of water-fowl and other birds of the north side of the Lake, with the eggs of many of them, such as the black-throated diver, the trumpeter swan, &c.

"Other contributions have been received from Mr. R. Campbell, of Arthabasca; Mr. James Mackenzie, of Moose Factory; Mr. Gladman, of Rupert House; Mr. James Anderson, of Mingan; Mr. George Barnston, of Lake Superior, and Mr. Connolly, of Rigauette. Mr. Mackenzie furnished a large box of birds of Hudson Bay, while from Mr. Barnston were received several collections of skins, and eggs of birds, new and rare mammals, insects, fish, &c., of Lake Superior."

"It may be proper to state in this connection that the labors of Mr. Kennicott have been facilitated in the highest degree by the liberality of the Hudson Bay Company, as exercised by the directors in London, the executive officers in Montreal (especially Mr. Edward Hopkins), in particular by Gov. Mactavish. In fact, without this aid, the expense of Mr. Kennicott's explorations would be far beyond what the Institution could afford, even with the assistance received from others. Whenever the rules of the Company would admit, no charge has been made for transportation of Mr. Kennicott and his supplies and collections, and he has been entertained as a guest wherever he has gone. No charge also was made on the collection sent from Moose Factory to London by the Company's ship, and in every possible way this time-honored company has shown itself friendly and co-operating in the highest degree to the scientific objects of the Institution."

2. THE ORIGIN OF OIL SPRINGS.

The source of these vast supplies of oil has been much discussed, and there are still some points in their history which remain obscure.

We trace their remote origin to the great forests of antiquity, whose shrubs were trees, and whose trees were giants; we know their greatness by the casts of their mighty trunks, and the silhouettes of their huge leaves, which we find in our coal mines. Submerged and subjected to certain strange agencies, the vast, rank forest turned slowly into coal. Such a change involves a separation of carbon and hydrogen, sometimes as gas, sometimes as oil, or as both combined. Gravity would force the fluid to seek the lowest level it could find, through every crack and fissure, which accounts for its being found not only below but often remote from the coal deposits. Under other circumstances, the pressure of water from beneath, or the volatile nature of the gas which accompanies the oil, force it up into the highest attainable level, thus bringing it often into strata above the coal measures. Just how, or when, or why, these wonderful transitions took place, may never be definitely known; for in the vast crucible beneath our feet, where fierce fires are always raging, each change is directed by the hand of an Almighty chemist, with faultless wisdom, and in ways often past finding out.—*Merchants' Magazine.*

3. MINUTE CURIOSITIES OF NATURE.

Among the papers published in costly style by the Smithsonian Institute at Washington, is one on the microscopic plants and animals which live on and in the human body. It describes quite a number of insects. The animal which produces the disease called itch, is illustrated by an engraving half an inch in diameter, which shows not only the ugly little fellow's body and legs, but his very toes, although the animal himself is entirely invisible to the naked eye. When Lieutenant Berryman was sounding the ocean, preparatory to laying the Atlantic telegraph, the quill at the end of the sounding line brought up mud, which on being dried, became a powder so fine that on rubbing it between the thumb and finger, it disappeared in the crevices of the skin. On placing this dust under the microscope, it was discovered to consist of millions of perfect shells, each of which had a living animal.

4. TROPICAL VEGETATION OF THE AMAZON.

The magical beauty of tropical vegetation reveals itself in all its glory to the traveller who steers his boat through the solitude of these aquatic mazes. Here the forest forms a canopy over his head; there it opens, allowing the sunshine to disclose the secrets of the wilderness; while on either side the eye penetrates through beautiful vistas into the depths of the woods. Sometimes, on a higher spot of ground, a clump of trees forms an island worthy of Eden. A chaos of bush ropes and creepers flings its gay flowers over the forest, and fills the air with the sweetest odour. Numerous birds, partly rivalling in beauty of colour the passifloras and bigonias of these hanging gardens, animate the banks of the lagoon, while gaudy macaws perch on the loftiest trees; and, as if to remind one that death is not banished from this scene of Paradise, a dark-robed vulture screeches through the woods, or an alligator rests, like a black log of wood or a sombre rock on the tranquil waters. Well he knows that food will not be wanting, for river tortoises and large fish are fond of retiring to these lagoons. If the Nile—so remarkable for its historical recollections, which carry us far back into the bygone ages—and the Thames, unparalleled by the greatness of a commerce which far eclipses that of ancient Carthage and Tyre—may justly be called the rivers of the past and the present, the Amazon has equal claims to be called the stream of the future; for a more splendid field nowhere lies open to the enterprise of man.—*The Tropical World.*

5. SOURCE OF THE NILE DISCOVERED.

The account furnished by the United States Vice-Consul at Zanzibar, Mr. Goodhue, renders it all but certain that the Nile has its principal source in Lake Nyanza. This sheet of water was first brought to European notice by Captain Speke, who accompanied Burton on his expedition into Eastern Africa. The Captain saw only its southern extremity; but from appearances and inquiries he was led to believe it to be about the size and shape of Lake Ontario. He expressed his belief at the time that in this sheet of water would be found the long sought source of the Nile, for the reasons that it did not discharge its waters towards the South; that they were exceedingly pure and transparent, as are those of the Nile, and that its elevation above the sea was such as to enable it to feed that mysterious river. It now appears that the outlet of Lake Nyanza is twelve miles north of the Equator, the stream flowing thence being named the Miverango, which is about a quarter of a mile in width.

VI. Biographical Sketches.

No. 30.—PETER BROWN, ESQ.

It is our painful duty to record to-day the death of Mr. Peter Brown, well known throughout Canada for nearly a quarter of a century in connection with this and other public journals. For a year past Mr. Brown had been in very feeble health, resulting a few weeks ago in an attack of congestion of the lungs, from which he never fully recovered; and yesterday, in consequence of a return of his malady, he sank peacefully and happily to his rest. The day previous to his death was the 79th anniversary of his birth, and the 50th of his marriage. Mr. Brown, in his earlier years, was a merchant in the city of Edinburgh, Scotland, and an active politician on the Liberal side in the days of borough-reform agitation. He emigrated with his family to New York in 1838, where he resided for five years. While there he contributed to the editorial columns of the *New York Albion*, and afterwards became editor of the *British Chronicle*. While in New York he published a volume which attracted much attention at the time, under the title of the "Fame and Glory of England Vindicated." It was intended as a reply, and it proved a most successful reply, to the well-known production of Mr. C. Edwards Lester, "The Shame and the Glory of England." In 1843, at the solicitation of the prominent ministers and members of the Presbyterian Church of Canada, Mr. Brown consented to remove to Toronto, and establish the *Toronto Banner*, as an independent organ of liberal Presbyterian views in Church and State. The first number appeared on the 18th August, 1843, and this journal was successfully maintained for many years under Mr. Brown's editorship with great vigour and ability. From 1844 up to 1849, he also contributed largely to the editorial columns of the *Globe*. It may not be for us to speak publicly in praise of one so near and so beloved. And yet, ought his literary associates of many years, who knew him well, to be debarred from laying a tribute on the bier of one once so prominent among Canadian journalists, to the uprightness of his character, his love of justice, his hatred of wrong, his clear judgment, his manly firmness, and his genuine kindness of heart? Mr. Brown was possessed of a large and generous mind—ever on the side of freedom. He was a good classical scholar, and an earnest student to the last week of his life. He was an accurate historian, and especially in the constitutional and biographical history of the past century he was thoroughly versed. As a writer, he was vigorous and logical in thought, bold in expression, but ever, even in the heat of controversy, kind and courteous in his language. There are hundreds yet living in the backwoods and towns of Canada who talk with enthusiasm of his editorials in the *Banner*, in the controversies of days by gone. No man is exempt from weaknesses. Mr. Brown did not possess the faculty for business detail, and his proud spirit unfitted him for meeting difficulties which the lack of that faculty entailed. He had, however, the unspeakable happiness before his death, of knowing that the end and aim of his later life was accomplished, and the sacred obligations of former years requited. Through the trials of life he held fast by the Christian's hope, and he died peacefully and happily, resting with assured confidence on the atonement of his Redeemer. Mr. Brown's partner in life preceded him to the tomb a year ago; but he leaves behind him a large circle of fondly-attached children and grandchildren, to cherish his memory with gratitude and pride. And we venture to believe that few citizens of Toronto have carried with them to the tomb more sincere respect and kindly remembrances than does he who has just departed from among us.—*Daily Globe*, 1st July.

No. 31.—WOLFRED NELSON, M.D.

Many of our readers will regret to hear of the death of Dr. Wolfred Nelson, at the ripe age of 71. He had been for some time ill, and not expected to recover. Dr. Nelson was born in this city in July, 1792, and was the son of an English Commissariat Officer. Educated to the medical profession, he was admitted to practice in 1811, and established himself at St. Denis, on the Richelieu River. In the war with the United States which shortly afterwards ensued, he volunteered and served as surgeon of the battalion raised in that district. In 1827 he successfully contested the representation of Sorel with the then Attorney-General (afterwards Chief Justice) Stuart, and was after that a prominent man in the political world. Whatever objects others may have proposed to themselves, his was to obtain for British subjects in Canada the rights enjoyed by their fellow-subjects in Great Britain. Conceiving those rights to have been unjustly infringed, he took up arms in 1837 to enforce them, and fought bravely, however rashly, in the cause he had adopted. He won the one victory at St. Denis, which served to gild the desperate fortunes of the insurgents. When the advance of the victorious troops under Colonel Wetherall rendered further resist-

ance hopeless, he fled, and sought, by pursuing back roads and traversing forests, to make his way to the United States. He was captured upon the frontier; and in a village there, gaunt, foot-sore, and almost famished, the writer first saw him. Even his adversaries of those days respected him for his bravery and constancy. His life was spared, and he was sent into exile. Released from Bermuda, he settled in the United States, and came to live as near Canada as possible—at Plattsburg, N. Y. As soon as the amnesty permitted, he returned to his native country, and has resided in this city ever since. In the year 1844 he was elected by his old friends on the Richelieu to represent the County of that name, and was reelected to the next Parliament. He became the ardent friend of the party essaying to work the British constitution in its fulness here. Declining a third election, he was appointed in 1851 an inspector of prisons—an office for which his professional career, and his earnest philanthropy, peculiarly fitted him. In 1859 he became Chairman of the Board of Inspectors. During the ship fever of 1847, he had rendered great services to the poor, sick and dying immigrants, at the risk of his own life; and during the cholera years, as Chairman of the Board of Health, he was also most zealous. He has been once or twice elected President of the College of Physicians and Surgeons for Lower Canada. And yesterday, at a ripe old age, he passed away. Through a life full of adventure as that of a hero of romance, he preserved a name unsullied by any baseness. He carried into politics and official life a heart tender as a child's, excitable and romantic as a woman's. His aims were always high, never sordid or base. Possessed once of wealth, he sacrificed it on the altar of (what he esteemed) his duty to his country; and, in his later years, when other men were accused of enriching themselves at the expense of the country, his escutcheon ever escaped unstained.—*Montreal Gazette*, June 18.

VII. Miscellaneous.

AWAKE LITTLE SLEEPER.

Awake thee, little sleeper,
No longer slumbering lie,
The rosy light is breaking
O'er all the eastern sky,
And joyous birds are winging,
Their flight from tree to tree,
While all the air is ringing
With sweetest melody;
Let thy young face be lifted
In strains of grateful song,
Unto thy Creator,
Who doth thy days prolong.

Awake thee, little sleeper,
And view the glorious sun,
His circuit through the heaven
Already is begun;
He looked in at thy window,
To find thee sleeping still,
Then hastened on his journey
Far over vale and hill;
Behold him as he speedeth
Upon his onward way,
For never once he pauseth
Till evening's closing ray.
Thus let thy path be onward
And upward every day;
So shall thy rest be glorious
When life has passed away!

2. THE QUEEN'S VISIT TO THE ROYAL VICTORIA HOSPITAL.

The first public act of the Queen after her bereavement has been a characteristic one. On the 8th of May she paid a long visit to the military hospital at Netley, the foundation stone of which she and the Prince Consort laid nearly seven years ago. The Prince Consort always took a great interest in this hospital, and frequently visited it. He was very anxious to have a military hospital worthy of the nation, and fitted for the brave soldiers whose health has failed in foreign service. Her Majesty participated in these wishes, and her visit so soon after the opening of the hospital shows how

much she has at heart the carrying out of the Prince's views for the welfare of the soldier. On Friday morning, the 8th of May, the commandant of Netley, Colonel Wilbraham, received notice from Osborne that the Queen would visit the hospital in the afternoon. Instructions were sent, however, to make the visit perfectly private, and consequently every step was taken to secure this. No orders were issued till two o'clock, and it was not till just before her arrival that the news of the Queen's visit spread through the hospital. The Queen arrived at half-past three, accompanied by Prince Alfred and Prince and Princess Louis. Her Majesty expressed a wish to visit first the foundation stone. She stayed here a few minutes, but it was a painful reminiscence. She bore it, however, firmly, and then entered the hospital. It was intended to take her only into three or four of the wards to show her the arrangements; but she stated that she desired to go into all the wards. On being told that there were no less than 99 wards, she said she would then visit as many as she could, and she did actually enter a very great number. In the first ward into which she went, a Victoria Cross man from India was lying very ill in bed. She immediately went up to him, addressed him most kindly, and sent for the officer in charge of the division to tell her about his state. She continued this in every ward into which she entered. Whenever she saw a man very ill, she walked up to his bed side, spoke to him, inquired about him, and showed the greatest interest in his case. In one ward an incident occurred which affected those who were present. An old Irish soldier from India lay nearly at the point of death. After the Queen had spoken to him, he said: "I thank God that he has allowed me to live long enough to see your Majesty with my own eyes." The Queen and the Princess Alice were both touched by this speech, which came from the very heart of the dying man. The aspect of the whole hospital was extremely touching. It is now almost filled with Indian invalids, splendid old soldiers, bearded and bronzed; many of them magnificent men of the ante-Crimean class. They thronged the corridors, drawn up in lines, and absolutely devoured their Queen with their eyes. She kept bowing to them as she walked along, making inquiries about the arrangements of the hospital from Colonel Wilbraham and Inspector General Anderson. After looking at the chapel, bath-room, and kitchen, she expressed a wish to see the rooms of the Army Medical School, and accordingly visited the library, museum, lecture-room, laboratory, and microscopical room. At each place the professors were sent for to explain the arrangements. She then went into the quarters of the married soldiers. It had been rather wished that she should not see these, as, owing to the recent opening of the hospital, it has not been possible to arrange so comfortably as could be desired for the great number of soldier's wives who have recently arrived with their sick husbands. However, the Queen said she desired to go, and accordingly she went into most of the rooms. Both she and Princess Alice spoke to several of the women, and enquired after their comfort. This was the only part of the hospital which did not satisfy her; but it was explained to her that the present arrangements were only temporary. The Queen then re-embarked, after spending nearly two hours in the hospital. The day was beautiful, the sky cloudless, and nothing could be more cheerful than the look of the hospital grounds. Everybody connected with the institution was, of course, most highly gratified, not merely with the honour of the visit, but with the way, at once so thoroughly royal and womanly, in which she had shown her interest in her sick soldiers. The Queen's appearance was deeply interesting. When she is silent, her face is sad, and bears the marks of a heartfelt and abiding sorrow. Her smile is, however, as gracious as ever, and her voice, though low and very gentle, has all its old sweetness and clearness. She did not seem fatigued with her long walk through the hospital, though she must have gone over several miles of ground, and had many stairs to mount. So carefully had the news of her visit been concealed, that there was scarcely any one to see her except the inmates of the hospital and the workmen still engaged there, and their wives and children.—*The Lancet*.

3. THE BISHOP OF LONDON ON THE DIFFERENCE BETWEEN RELIGIOUS EDUCATION AND A KNOWLEDGE OF RELIGION.

"In the attempt to give religious education, they had often forgotten that it was something quite different from the acquisition of knowledge on religious subjects. The young man who failed to distinguish himself in the examination might be the most religious—the most worthy of praise—the one who would turn out the most useful member of society. Therefore, they were not to be led away to suppose that if they had an examination on religious subjects, they were thereby establishing a system of religious education. They must go beyond anything that could be tested by examination into the daily discipline of the school, into the spirit of the lives led by the masters and the pupils, before they could say whether a religious education was given in any school or not. But, although they

were to bear in mind that the knowledge of religious subjects was not religion, yet they were not therefore to suppose that it was unimportant. There was scarcely to be found a man well acquainted with other subjects who would not consider himself disgraced if he were found ignorant of the highest matter of life, and of the matters which stretch beyond life. Therefore, there could be no good education without the knowledge of the subject of religion, just as there could be no real education which was not based on the religious training of the whole habits."

VIII. Educational Intelligence.

CANADA.

—UNIVERSITY OF TORONTO CONVOCATION.—The Annual Convocation of the University of Toronto was held on the 5th inst. There was a large assemblage of ladies and gentlemen present. The following degrees were conferred:—LL.D.—Adam Crooks, M.A., B.C.L. M.A.—J. J. Wadsworth, B.A.; J. C. Hattou, B.A.; J. A. McLellan, B.A., and A. L. Wilson. LL.B.—W. R. Meredith, G. E. Moore, K. Snelling, T. H. Begue, and E. J. Denroche M.B.—S. F. Ramsay, J. McCallum, J. Cascaden, J. B. Trenor, J. Fulton, W. H. Covernton, S. E. Shantz, T. B. N. Dack, J. Henry, D. L. McAlpine, R. Orton, W. McKay, D. B. McCool, and J. W. Stewart. B.A.—J. M. Gibson, N. McNish, T. W. Wright, W. Mulock, W. Oldright, A. M. Lafferty, W. B. McMurrich, W. G. McWilliams, E. Frisby, J. Hubbert, T. H. Scott, W. D. Lesuer, T. H. Burkitt, A. Hector, W. H. Withrow. The following gentlemen were admitted as matriculants.—*Faculty of Law*.—D. H. Preston, D. L. Duncombe, M. J. Kelly. *Faculty of Medicine*.—W. R. Holme, F. Rae, W. H. Miller, J. McCallum, R. King, J. Stubbs, W. C. Gouinlock, E. L. Burnham, A. G. Jackes, D. T. Schofield, F. W. Hodder, M. S. Lunge, A. G. McPherson, J. Fulton, T. S. Bulmer, J. Cascaden, J. A. Fife, W. Mickle, R. Aberdein, P. Constantinides, A. Beith, R. Thorburn, J. Lynch, D. L. McAlpine. *Faculty of Arts*.—J. A. Patterson, C. W. Bell, W. R. Holme, W. G. Falconbridge, T. D. Delamere, A. C. Tyner, J. E. Gould, L. H. Robertson, G. Rennie, J. Tait, T. P. Butler, M. Byers, W. T. Barbour, M. McKenzie, J. Gillies, A. H. Wright, D. Hunter, A. Greenlees, M. C. Moderwell, J. Barron, W. McDiarmid, A. J. Robertson, J. G. Bowes, G. Brunel, W. Davidson, P. Farley, H. M. Deroche, C. T. Rattray, H. P. Hill, G. Sheppard, G. Davidson, R. R. Baldwin, R. Cameron, W. Watt, H. Clarke, P. M. Barker, J. G. Ridout, E. P. Crawford, Fleming, and J. B. Thompson. The following prize poem—"Westward, the Star of Empire takes its Way," was recited by J. Campbell:

"Hail! Empire, glorious gift of heaven,
Twin brother of our mortal race.
Fair child of Paradise long driven
From thy first, holy dwelling place;
Glad nations hail the joyful day
That makes them, by thy coming, blest,
Exultant, welcome thee to sway
Thy sceptre in the mighty West.

"Long hast thou dwelt where springs the
light
Of early morn o'er distant lands,
Still guided in thy wayward flight,
Thy course impelled by unseen hands;
Where Hesperus thine advent waits;
Old Ocean bears thee proudly o'er,
And mountains penning wide their gates,
Proclaim thee to the farthest shore.

"Far from the crowd of cringing slaves,
That trembling fall before thy power,
Thy children lead o'er thee the waves,
And deck thy brow with Freedom's
crown;
For they are Freedom's heirs and thine,
No feeble race, no bastard brood,
True scions of a noble line,
The stout, old Anglo-Saxon blood!

"On, Empire! speed thee on thy way,
Ne'er may thy sons true courage lack
To go before thee, ne'er delay
To follow in thy beaten track.
Be theirs an empire worthier far
Than that by conquering armies won,
A holy light, a guiding star,
A power to lead the nations on.

"Till to the land that gave thee birth,
Thou shalt retain with blessings crown'd.
When thou hast spanned the circling
earth,
Fulfilled thy long appointed round,
'Till thy relentless reign shall cease,
'Till thou shalt set the nations free,
And lead them in the light of peace,
Of wisdom, love, and liberty.

"Then shining like the noonday sun,
The star that sage and shepherd led
To where a babe, the Holy One,
Was laid in Bethlehem's lonely bed,
Shall stand amid the glaring skies,
A new, a better world to bless,
And Universal Empire rise
To hail the Son of Righteousness."

The winner of the gold medal in Medicine was Ramsay, S. F. Messrs. McNish, N., gold medallist; Gibson, J. M., Lafferty, A. M., and Lesuer, W. D., silver medallists, in Classics. Messrs. Wright, T. W., gold medallist, and Lafferty, A. M., and Frisby, E., silver medallists, in Mathematics. Messrs. Mulock, W., and Oldwright, W., gold medallists, and Gibson, J. M., and Scott, T. H., silver medallists, in Modern Languages. Messrs. McMurrich, W. B., gold medallist, and Hubbert, J. silver medallist, in Natural Sciences. W. G. McWilliams, silver medallist, in Metaphysics, Ethics, Logic, and Civil Policy.

The following scholarships were then awarded:—*Faculty of Medicine*.—Matriculation, W. B. Holmes; first year, G. Wilkins; second year, J. I. McCarthy; third year, J. J. Wadsworth. *Faculty of Arts*.—Matriculation—Greek and Latin, J. A. Paterson, 1; Greek and Latin, A. G. Tyner, 2;

Mathematics, J. A. Paterson, 1; Mathematics, J. E. Gould, 2; General Proficiency, C. W. Bell, 1; General Proficiency, W. R. Holmes, 2; General Proficiency, W. G. Falconbridge, 3; General Proficiency, T. D. Delamere, 4; General Proficiency, L. H. Robertson, 5. First year—Classics and General proficiency, J. A. Paterson; General Proficiency, W. G. Falconbridge, 1; General Proficiency, P. Wright, 2; General Proficiency A. F. Campbell, 3; General Proficiency, J. C. Morgan, 4. Second year—Classics, S. Foster; Mathematics, W. Malloy; Natural Sciences, J. B. Thompson; Modern Languages, J. Campbell; Metaphysics and Ethics, J. E. Croly; General Proficiency, G. S. Goodwillie. Third year—Classics, W. H. Vandermissen; Mathematics, J. Rutledge; Natural Sciences, E. F. Snider; Modern Languages, F. E. Seymour; Ethics, Metaphysics, &c., T. D. Craig; General Proficiency, J. Wilson.

The prizes were next awarded. Mr. Boyd presented Mr. J. Campbell to whom had been awarded prizes for English verse and English prose. Rev. Mr. Schluter presented the successful candidates for prizes in French and German composition—Mr. Oldwright, W., in the former, and Messrs. Eby, A., and Vandermissen, W. H., *æquales* in the latter. Professor Hirschfelder presented the successful candidate for the prize in Oriental Languages, Mr. Gibson J. Morrison. Rev. Dr. McCaul presented Mr. Gibson J. Morrison, the successful competitor for the Prince's prize. These prizes all consisted of handsomely bound volumes of considerable value, and the bestowal of them in each class elicited hearty applause.

THE CONVOCATION CLOSED.—The Chancellor, in rising to close the convocation, said he knew that upon occasions of this kind it was expected that the gentleman presiding should offer a few remarks. It was only within the previous twenty-four hours that he had received the commission appointing him Chancellor of the University; and he thought, therefore, he had a claim on their indulgence, and would be excused if he found himself unable to pass under review the proceedings of this institution during the past year. (Applause.) He regretted this inability, because he thought it would have afforded gratification to know the particulars of the progress of the University, which, he was informed, was highly satisfactory. (Applause.) He felt very sensitively the high honour that had been conferred upon him, and he felt, too, how inadequate he was for the position, and how imperfectly he was able to discharge its duties; he trusted, however, that as long as he filled it he would never be found inactive in watching over the interests and promoting the welfare of this institution—(great applause)—in maintaining in their fullest integrity the rights and privileges belonging to it—the rights and privileges belonging to its graduates, its professors, and its senate, and all belonging to it—rights and privileges, which, in his opinion, belonged to the people of Upper Canada, and which the more they knew, the more they examined into, the more they would appreciate. (Applause.) It was not for him then to speak of the advantages of a national education, for that would be a twice told tale; and though this was the first day he had been present there in the capacity of Chancellor, he was not a stranger to the University. From the first he had been a member of its senate, and in former days he had taken a very active part in its government and a warm interest in its progress. But in later years, being a member of the Government, he had felt himself debarred from taking such a position, more particularly as he was the medium through which the resolutions of the senate were reported to the visitor, the Governor General. He trusted, however, that upon every opportunity he would have as Chancellor, he would be found doing the utmost in his power—the utmost in his humble abilities—to protect the rights and privileges of the University, should they ever be invaded, which, he trusted, they never would. (Loud applause.) He then adverted to the death of the late Chancellor, Mr. Justice Connor—an event which he deeply deplored—and also to the death of the previous Chancellor, Mr. Justice Burns. They were both worthy, excellent men, and in their death the University lost firm friends, and the country faithful servants. (Applause.) After remarking that the number of matriculants was larger upon this than any other occasion, the Chancellor closed the convocation.—Three cheers were then given for the Queen, and three for the Chancellor. The audience then separated.

— **THE ANNUAL UNIVERSITY DINNER.**—The annual dinner of the University Association took place in the dining room of the University buildings at seven o'clock. The dinner was provided in admirable style by Mr. Steers. About one hundred and fifty gentlemen sat down to the table. Mr. Edward Blake A.M., presided, and was supported on his right by the Chancellor, Mr. Justice Morrison, Hon. William Cayley, and Mr. Frederick Cumberland; and on his left by Dr. Woodfall, R. A.; Dr.

Hodder, and Professor Croft. Dinner having been partaken of, the chairman gave the usual loyal and patriotic toasts, all of which were received with loud cheers, and duly responded to. After a number of toasts had been given and responded to, the company separated. The excellent band of the Queen's Own Rifles was present, and played at intervals during the evening.—*Leader.*

— **MODEL SCHOOL FOR UPPER CANADA.**—The annual examination of the Model School (boys' and girls' departments) was held yesterday, when a large number of the parents and friends of the pupils assembled to witness the proceedings, in which all present apparently took a lively interest. We observed several clergymen and other gentlemen, from the country, making anxious inquiries relative to the rules and regulations upon which the institution is conducted and into the appliances in requisition to carry into practical operation the system pursued.—The third division, under the tuition of Miss Clark, youngest daughter of the energetic and indefatigable head mistress, showing a very fair proficiency in geography, natural history, arithmetic and spelling, in the latter branch of which they excelled; and this tells well on behalf of their teacher, for good spellers are sure to become smart and intelligent scholars. The questions put to the class whose ages ranged from six to ten years, were too difficult. This was evident from the fact that 6 out of 58 pupils could only answer them. How so young a lady as Miss Clark can command the energy to keep so large a number of pupils interested in their studies we cannot opine.—The second, under the care of Miss Adams, a teacher of no ordinary tact and energy, combined with a happy facility in communicating ideas, gave indubitable proof of sound progress in every department of knowledge. We were much gratified to find that the very important study of *Physiology*—hitherto a desideratum in common school education long felt—has at length become a special subject of study in the Model School. It is a well-known fact that while we are acquainted with all the incidents connected with the outer world, we are to a great degree ignorant of the laws which govern and regulate our organic and functional qualities.—The first division, under the supervision of the head mistress assisted by the lady students of the Normal School, acquitted themselves in a creditable manner. The answering of Miss Clara Clarke—who, by the way, is no relation of Mrs. Clarke—elicited the highest encomiums from all. Miss E. Reeves—daughter of Mr. Reeves, Queen street, bids fair to take her place in the Model School.—The specimens of domestic economy, exhibited proved an attractive and interesting feature in the examination. The specimens of sewing of little Alice Flavel, Margaret Campbell, Jane Erskine and Harriet Varcoe, were much admired, while the plain loaf of Julia Cody, the rich cake of Rosy Westlake, and the buns of E. Scott received marked approval. With regard to the Boys' department the headmaster's efficiency as a first-class teacher is so well known that comment is unnecessary. Suffice it to say that the answering of the boys was really excellent. When a question was propounded all hands were anxiously held up to signify a readiness to reply. Mr. Campbell's boys were distinguished for proficiency in every branch under instruction.—The penmanship of the boys' school was, amongst youth, inimitable, both as regards formation and execution. The system is bold and free, and if Mr. Strachan the excellent writing master, forms a judgment by contrasting the proportion of the bottom with the top curves in the formation of letters he will in due course of time have some of the best writers on this continent.—The singing, under the able instruction of Mr. Sefton, delighted those who were so fortunate as to have been present on this interesting occasion.—Everything which tends to the encouragement and taste for learning appears to be adopted by the heads of the Educational department. We were shown a very neatly executed form of certificate given to the deserving pupils in the different branches in which they are most proficient. It is printed on card board, and the design, which is exceedingly neat, is the same as that used by the Society for Promoting Christian Knowledge.—After the termination of the exercises in the school-rooms, the pupils were summoned to the theatre in the Normal School to receive the prizes awarded to the successful competitors. The gallery, and every available place in the theatre, were crowded with visitors, who appeared to take much interest in the pleasing ceremony of distributing the prizes. This part of the day's proceedings was performed by Rev. Dr. Ryerson and Rev. Dr. Jennings, the former gentleman presenting the prizes to the girls and the latter to the boys.—At the close the Rev. Dr. Ryerson rose and said that no part of his official duty afforded him more unmingled pleasure than attending the examination of the Model school. Upon no former occasion did he experience so much gratification at witnessing the performances of

the pupils in gymnastics. Although their excellent friend, Captain Goodwin, had advanced in years, he had none of the decrepitude of old age, and had not lost any of his vigor and energy in that branch of education. He (Dr. Ryerson) was sure that he expressed the feeling of that meeting, as well as of the people of the country, when he said—Long may Captain Goodwin live to promote so important a cause. The pupils had distinguished themselves individually in the different branches so meritoriously, that it was unnecessary for him to make any comment. The prizes which they had obtained spoke for themselves, and he had no doubt the pupils earned them well and they had been well merited. To the boys and girls he would say, God grant that, they may be prompted to still further perseverance in the discharge of their duties. He hoped that as they advanced in those studies, that they would carry with them through life the same energy, and the same diligence which they had acquired at the Model school, and which was so amply displayed on that day's proceedings. The learned Superintendent then referred to the object for which the school was intended. It was not so much to teach children as to show how they ought to be taught. Teachers had been selected for their peculiar merits and the very best system of education was adopted. The number of children in the school was limited. There were 150 girls and 150 boys; and there were a large number of applications for admission, but the rule was not to admit more, and it had not been deviated from. The fees at the first establishment of the school were only one penny per week, but they were now 25 cents per week. Every facility that could be afforded the pupils was afforded them, so that the people of Upper Canada may see that it has an establishment upon which they could rely that their children's education was of a superior kind. He was happy to say that there was no decline in proficiency, and that the school would bear favorable comparison with any educational establishment in the country. In regard to the Normal School, its object was not to educate persons, but to teach them to become teachers in the common schools. A complaint had been made that comparatively few Normal School teachers were appointed to the common schools. There were several conditions required, similar to those in the States, from candidates desirous of preparing themselves for the profession of teachers, and unless those conditions were strictly complied with a certificate could not be granted. There was nearly three-fourths of those attending the school who had been common school teachers before and who had come here to qualify themselves. The number of persons during the session who had sought admittance was 163; the number admitted was 137. The number of those who had left during the session from sickness, and inability to attend was 29, and those who had obtained certificates was 95. The number of first class certificates granted and marked A was 7; marked B 7; C 12 Total 26. Second class certificates marked A 14; B 40; C 15 Total certificates granted 95. Many of these had held Normal School certificates before, and they had come back to go through a more difficult examination; and to obtain certificates of a higher order. The general rule was that those who had attended the school had evinced a taste for the profession of teachers, and the influence which the system of education had on them was, that the common school system has become so general that one may go into any town or village in the country and they would find that there was not a school which was not as neatly erected and as well fitted up as our own model school. So it would be seen that the seed sown here was taking root, and he trusted would be of advantage to the rising generation. He congratulated the teachers of the Model school as well as those of the Normal school upon the successful termination of the session; and to Mrs. Clarke, particularly, he wished to convey his congratulations, and he hoped that she would be long spared to take an active part in the instruction of the children attending those schools. He then said that it was his pleasing duty to announce to the pupils that they would not be required to attend school until the first week in August. (Applause.) Rev. Dr. Jennings then pronounced the benediction, after which one of the young ladies belonging to the senior class presented an address, in behalf of the school, to their teacher Mrs. Clarke, accompanying it with a very handsomely bound photograph album. Mrs. Clarke replied in affectionate terms, thanking them for so kind a mark of their esteem, and expressing a hope that they would, through life, fear God and in all their ways acknowledge Him and He would direct their paths.—The proceedings were then brought to a close, and the large audience dispersed well pleased with what they had witnessed.—*Leader.*

— **EXAMINATION AT REGIOPOLIS COLLEGE.**—We lately had the pleasure of attending an examination of the Students of Regiopolis College, and were much delighted with the manner in which they acquitted them-

selves. Judging from the extent and variety of the exercises, and the ease and exactitude with which they were gone through, this fine institution bids fair to rival, in course of time, the oldest Colleges in the country. The examination was not a mere formality, but each scholar was subjected to the most rigid scrutiny. The gentlemen who questioned them were evidently desirous of satisfying themselves of the progress of each one during the year. The most difficult questions of Philosophy were discussed with a clearness and force that left nothing to be desired. In Mathematics, the results were equally gratifying, exhibiting careful study and excellent instruction. The Latin authors, from Cæsar to Tacitus, were represented; and what surprised us most was the cleverness with which the Students entered into the spirit and meaning of their author, their elegant construction of the most intricate sentences, and the correct English in which they expressed themselves. The same praise is due to the rendering of the immortal productions of Grecian genius. Xenophon, Homer, Sophocles and Euripedes, with other authors, were beautifully translated. Indeed, we have seldom observed greater justice done to the chef d'œuvres of those great men.—But it is not to be imagined that the classical course is so exclusively followed as not to admit the claims of a commercial training. The importance of a thorough English education is fully appreciated. From the elementary to the higher branches, the Students were equally successful, and seemed to have acquired a large share of the qualifications necessary for commercial pursuits.—On the whole, the examination was a great success, and speaks much for the past and hope for the future. At the conclusion of the exercises, the distribution of Prizes took place, after which His Lordship the Bishop addressed the Students in a few appropriate remarks, concluding with a justly deserved encomium on the zealous and able Director, Rev. J. O'Brien.—*Kingston British Whig.*

— **LORETTO CONVENT.**—On last Wednesday the annual distribution of prizes to the young lady pupils of Loretto Convent, in this city, took place. The Rev. E. Gordon, Vicar-General, of Hamilton, presided instead of his Lordship, Bishop Lynch, who was unavoidably absent. He was assisted in his duties by the Rev. Vicar-General Walsh and Archdeacon O'Keefe. The subject matter of the examination was very comprehensive, embracing amongst other things, Geography, Grammar, History, Arithmetic, Astronomy, and the French and Italian languages. In all those branches of an accomplished female education the young ladies underwent a most rigorous and searching examination, and evinced throughout that they were thoroughly grounded in the fundamental principles of a liberal education, to an extent which few, who did not witness the examinations, would probably conceive. In mathematics they seemed exceedingly proficient. Miss Rose Arnold is here worthy of honorable mention. Gold medals were awarded to the Misses Norton and McKenna. The young ladies had on exhibition several well executed drawings and specimens of needlework. Among the former we noticed the Pastile drawing of Miss Murray, which is fine in the boldness of its outline and artistic working in of the shades. Miss Muttelbury's pencil drawing is also to be commended. The Misses Rose Arnold and Mullen displayed some beautiful fancy work. In *resumé* we must say this establishment is well worthy of patronage and of any encomium that may be passed upon it. It is principally conducted by continental ladies of the highest proficiency in the varied acquirements requisite to fit a young lady for taking and holding her *noblesse* amid the charmed circles of the *beau monde*. By unswerving perseverance and ever watchful solicitude they fulfil their duties to both parent and child in the most satisfactory manner, and gain for their school a leading place among the select *cateries* for imparting instruction to the young ladies in Canada. By instilling into their minds the observance of every virtue, they qualify them for becoming affectionate sisters, dutiful children, and virtuous, tender wives and matrons. After singing *en masse* the national anthem, the assembly dispersed, amply pleased and highly satisfied with the intellectual treat furnished them.—*Leader.*

— **MODEL GRAMMAR SCHOOL.**—The prizes awarded at the annual examination of the pupils under instruction in the Model Grammar School, were presented on Friday afternoon, the 10th inst., to the successful competitors, in the theatre of the Normal School, by the Rev. Mr. Checkley, rector of the institution. The prizes were bestowed for distinguished answering in the various literary subjects classified, as also for general proficiency throughout the year, adjudicated by marks of merit. Captain Goodwin distributed the prizes to those young gentlemen who had excelled in gymnastic exercises. It is, indeed, a subject of gratification that physical training and the science of physiology have engaged the special atten-

tion of the Chief Superintendent of Education, and have now become an important part in the education of our youth. It is a settled and firm belief, and acknowledged, by every student of nature, that muscular power and consequent mental vigour, makes continuous mental effort an agreeable part of our nature, and is the result of systematic physical exercises in the gymnasium and in the cricket ground. Whoever witnesses the military evolutions performed by our City Volunteers, may at once see that the movements of the Normal School Cadets are above mechanical precision—the result of physical training. The Chief Superintendent of Education, the Principal of Upper Canada College, and the Rector of the Model Grammar School, commend, in strong and emphatic language, these exercises, on account of the beneficial advantages of which they are productive, in cultivating prompt and decisive action in business transactions, and developing a vigorous mind in a healthful body.—The Rev. Mr. Checkley, on presenting the prizes, spoke in complimentary terms of the assiduous attention paid by the boys to their studies. Four only had presented themselves as matriculants in College, and these had obtained honours—three in University College and one in Trinity College. (Applause.) After the prizes had been given out, a deputation from the Normal School Cadets advanced to the platform, and Lieutenant Macdonald, in a few appropriate and eloquent remarks, presented Captain Goodwin with a silver claret jug, bearing the following inscription, neatly executed: “Presented to Captain H. Goodwin, by the M. G. S. Cadets. July 10, 1863.”—Capt. Goodwin, in rising to return thanks for the unexpected present conferred upon him, was much affected. He said that his services had been amply rewarded, and that he highly appreciated the kindly feelings which prompted the cadets to present him with this *souvenir*. It would be presumptuous in him to say that he would live long; but this he would say, that as long as he lived his services would be devoted to this excellent institution. (Long and continued applause.)—The Rev. Dr. Ryerson also addressed those present in his usual eloquent and forcible style.—The Rev. Dr. Fuller pronounced the benediction, and the interesting proceedings thus ended.—*Leader*.

[For various reasons, it has been decided to close the Model Grammar School. It will therefore not be reopened at the usual time.]

BRITISH AND FOREIGN.

— MIDDLE CLASS COLLEGE IN ENGLAND.—About £14,000 has now been raised for the erection of the proposed Middle Class College, which it has been determined to establish in Suffolk, England, as a memorial to the late Prince Consort, and to raise the tone of middle-class education in the district. The college is to be erected near Framlingham, in the above county, and His Royal Highness the Prince of Wales has consented to lay the first stone.

— HARVARD UNIVERSITY.—Thomas Hill, D.D., has been elected to fill the office of President, made vacant by the decease of the lamented Felton. The Annual Catalogue presents this session a total of 814 students; 432 under graduates, 9 resident graduates, 89 law students, 56 in scientific department, 211 in medical school, and 17 divinity students. The senior class is the largest, and numbers 116 pupils. The faculty and corps of instructors number 56. The College expenses, exclusive of board, textbooks, etc., is about \$100. Board, from \$3.50 to \$4.00 per week. The total number of books in the libraries of the University is 152,500.

IX. Departmental Notices.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has granted to the undermentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada:

“107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such Certificate shall be given to any person who has not been a Student in the Normal School.”

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order:

TWENTY-NINTH SESSION.—DATED 15TH JUNE, 1863.

MALES.

FIRST CLASS.—GRADE A.

1627 Brown, James Coyle.
1628 Groat, Stillman Preston (1240).*

FIRST CLASS.—GRADE B.

1629 Hamilton, Alexander.
1630 Hammond, Joseph (1268).
1631 McLennan, Simon (818, 1002).

FIRST CLASS.—GRADE C.

1632 Ewing John (1556).
1633 Helson, Thomas Henry.
1634 Matheson, John Hugh.
1635 Rider, Thomas.
1636 Ross, John.
1637 York, Frederick Embry (1573).

SECOND CLASS.—GRADE A.

1638 Berney, William Henry.
1639 Butler, Richard Charles.
1640 Galbraith, Daniel.
1641 Langdon, Richard Vickery.
1642 Moment, Alfred Harrison.
1643 McKay, Andrew.
1644 Welsh, John (1488).

SECOND CLASS.—GRADE B.

1645 Allison, Andrew (321).
1646 Banks, Richard.
1647 Barr, William.

1648 Bell, William.
1649 Burrows, Frederick.
1650 Cain, James.
1651 Cameron, Thomas.
1652 Campbell, Aaron Jesse.
1653 Fawcett, Simon Wesley.
1654 Flynn, Daniel (1384).
1655 Frampton, John.
1656 Goldsmith, Perry David.
1657 Hannah, William George.
1658 Hare, George William.
1659 Herrick, Alvan Corson.
1660 Hicks, David (1386).
1661 Hodge, George.
1662 Holmes, Robert.
1663 King, John Sumpter.
1664 McArthur, Alexander.
1665 McBrayne, Dugald.
1666 McDonald, William.
1667 McLaren, Alexander Lumsden (1472 ?).
1668 Palmer, George Alexander.
1669 Rose, Leonard Alfred.
1670 Taber, Jacob Russell.

SECOND CLASS.—GRADE C.

(Expire One Year from date.)

1671 Jordan, Thomas.
1672 Lowe, Peter.
1673 Moyer, Eli Nash.
1674 Rockwell, Ashbel.
1675 Swan, Thomas.

FEMALES.

FIRST CLASS.—GRADE A.

1676 Buick, Margaret (1426, 1506, 1581).
1677 Craig, Elizabeth.
1678 Greenlees, Margaret (1589).
1679 O'Neill, Margaret (1420, 1494).
1680 Reeves, Mary Maria (1405, 1580).

FIRST CLASS.—GRADE B.

1681 Adams, Agnes Maria (1596).
1682 Henning, Amelia (1513, 1591).
1683 O'Flaherty, Anna Maria (1320, 1413, 1498).
1684 Rogers, Jessie (1421, 1520, 1585).

FIRST CLASS.—GRADE C.

1685 Griffin, Ellen Catherine (1236, 1409).
1686 James, Lucy (1592).
1687 Munson, Charlotte (583, 1518, 1593).
1688 McKellar, Catherine (1315, 1606).
1689 O'Flaherty, Edith (1433, 1530, 1594).
1690 Vallance, Margaret (1243).

SECOND CLASS.—GRADE A.

1691 Gillen, Catherine (1615).
1692 Gillen, Ellen (1616).
1693 Horner, Esther Anne Rogers (1419).

1694 Lanton, Annie (1621).
1695 Peden, Jessie Lathrop.
1696 Stevenson, Ruth Bedelia (1609).
1697 Williams, Eliza Ann (1521, 1612).

SECOND CLASS.—GRADE B.

1698 Allen, Mary.
1699 Bell, Mary Ann.
1700 Dick, Margaret Elizabeth.
1701 Grabbell, Ladonia Maria Emmeline.
1702 Guthrie, Jane.
1703 Harbottle, Charlotte.
1704 Kessack, Elizabeth (1620).
1705 Martin, Elizabeth.
1706 Oates, Isabella Augusta (1624).
1707 O'Brien, Eliza.
1708 Stewart, Annie (1153).
1709 Welsh, Jane.
1710 Wilkinson, Hannah (1626).
1711 Wright, Mary Eleanor.

SECOND CLASS.—GRADE C.

(Expire One Year from date.)
1712 Carlisle, Jane.
1713 Cash, Charlotte.
1714 Elder, Christina Hossie.
1715 Elder, Jane.
1716 Hamilton, Sarah Jane.
1717 Horgan, Mary Rebecca.
1718 Lamb, Susannah.
1719 Lymburner, Eliza.
1720 Simons, Theresa Maria.
1721 Twohy, Ellen.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, for February and

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

July, 1861, for February and August, 1862, and February, 1863, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on the 15th June, 1863:

MALES.

1485 Boldrick, Richard Henry. 1487 Wager, Reuben Lewis.
1486 Summers, George. 1488 Obtained Second Class A (1644)

FEMALES.

1522 Obtained Second Class B (1597) 1528 Obtained Second Class B (1605)
1523 do. do. (1598) 1529 do. do. (1607)
1524 do. do. A (1590) 1530 do. do. A (1594)
1525 Kane, Mary Anne. and First Class C (1689)
1526 Kennedy, Eliza Jane. 1531 Richardson, Isabella.
1527 Obtained Second Class B (1604)

*. A Certificate has no legal value after the date of its expiration.
Education Office, ALEXANDER MARLING,
Toronto, 15th June, 1863. Registrar.

NORMAL SCHOOL.

The next Session of the Normal School will commence on the 8th of August. Application for admission should be made not later than the first week of the Session.

POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, must be pre-paid, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly fifty per cent. for non-payment.

ASSORTED PRIZE BOOKS IN PACKAGES,

Selected by the Department, for Grammar or Common Schools, from the Catalogue, in assorted packages, as follows:

Package No. 1. Books and Cards, 5cts. to 70cts each.....	\$10
" No. 2. Ditto ditto 5cts. to \$1.00 each.....	\$16
" No. 3. Ditto ditto 5cts. to \$1.25 each.....	\$20
" No. 4. Ditto ditto 10cts. to \$1.50 each.....	\$26
" No. 5. Ditto ditto 10cts. to \$1.75 each.....	\$30
" No. 6. Ditto ditto 10cts. to \$2.00 each.....	\$36
" No. 7. Ditto ditto 15cts. to \$2.25 each.....	\$40
" No. 8. Ditto ditto 15cts. to \$2.50 each.....	\$46
" No. 9. Ditto ditto 15cts. to \$2.75 each.....	\$50
" No. 10. Ditto ditto 20cts. to \$3.00 each.....	\$56
" No. 11. Ditto ditto 20cts. to \$3.25 each.....	\$60
" No. 12. Ditto ditto 20cts. to \$3.50 each.....	\$66
" No. 13. Ditto ditto 25cts. to \$3.75 each.....	\$70
" No. 14. Ditto ditto 55cts. to \$4.00 each.....	\$76
" No. 15. Ditto ditto 25cts. to \$4.25 each.....	\$80
" No. 16. Ditto ditto 30cts. to \$4.50 each.....	\$86
" No. 17. Ditto ditto 30cts. to \$4.75 each.....	\$90
" No. 18. Ditto ditto 30cts. to \$5.00 each.....	\$90
" No. 19. Ditto ditto 35cts. to \$5.25 each.....	\$100
" No. 20. Ditto ditto 35cts. to \$5.50 each.....	\$120

Special Prizes, in handsomely bound books, singly at from \$1.05 to \$5.50. In sets of from two to six volumes of Standard Literature, at from \$3.00 to \$10.00 per set.

*. Trustees are requested to send in their orders for prizes at as early a date as possible, so as to ensure the due despatch of their parcels in time for the examinations, and thus prevent disappointment.

FORM OF APPLICATION FOR PUBLIC LIBRARY BOOKS, MAPS, APPARATUS, SCHOOL PRIZE BOOKS, ETC.

SIR,—The [Trustees, or Board of Trustees, if in Towns, &c.] of the School being anxious to provide [Maps, Library Books, or Prize Books, &c.] for the Public Schools in the [Section, Town, or Village, &c.] hereby make application for the, &c., enumerated in the accompanying list, in terms of the Departmental Notice relating to for Public

Schools. The selected are bona fide for the; and the CORPORATION HEREBY PLEDGES ITSELF not to give or dispose of them, nor permit them to be given or disposed of, to the teacher or to any private party, OR FOR ANY PRIVATE PURPOSE WHATSOEVER, but to apply them solely to the purposes above specified in the Schools of the, in terms of the Departmental Regulations granting one hundred per cent. on the present remittance. The parcel is to be sent to the Station of the Railway, addressed to

IN TESTIMONY WHEREOF, the Corporation above-named, hereto affixes its corporate seal to this application, by the hand of, * this day of, 186-.

Amount remitted, \$.....

Trustees must sign their own names. } } Corporate seal to be placed here.

To the Chief Superintendent of Education, Toronto.

NOTE.—Before the trustees can be supplied, it will be necessary for them to have filled up, signed and sealed WITH A PROPER CORPORATE SEAL, as directed, a copy of the foregoing Form of Application. On its receipt at the Education Office, the one hundred per cent. will be added to the remittance, and the order, so far as the stock in the Depository will permit made up and despatched. Should the Trustees have no proper corporate seal, the Department will, on the receipt of two dollars additional, have one engraved and sent with the articles ordered.

*. If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN five dollars additional for each class of books, &c., with the proper forms of application for each class.

☞ The one hundred per cent. will not be allowed on any sum less than five dollars. Text books cannot be furnished on the terms mentioned above: they must be paid for in full, at the net catalogue prices.

TEACHERS' ASSOCIATION FOR UPPER CANADA.

TEACHERS and LOCAL SUPERINTENDENTS are respectfully reminded that the ANNUAL MEETING of the TEACHERS' ASSOCIATION OF UPPER CANADA, will be held in Toronto, on the 4th of August next, commencing at 10 a.m. Every possible effort is being made to make the meeting profitable and interesting.

WM. W. ANDERSON, Sec. T. P. A.

EXAMINATION OF COMMON SCHOOL TEACHERS. COUNTY OF YORK.

NOTICE IS HEREBY GIVEN, that an Examination of Common School Teachers and others, will take place on WEDNESDAY, the 26th day of August, 1863, at the Court House, City of Toronto, at Richmond Hill, and at Newmarket, at 9 a.m. Candidates will be required to produce Certificates of moral character from their respective Ministers, and if Teachers before, from their respective Trustees.

JOHN JENNINGS, D.D.,

City Toronto, 6th July, 1863.

Chairman County Board.

Annual Announcement of

THE MEDICAL DEPARTMENT

Of Victoria College, also in Affiliation with the University of Toronto.

THE WINTER SESSION will commence on the 1st of October next, and end on the 31st of March following. It will be conducted as usual, under a full staff of Professors.

There will be a Preliminary Course for the benefit of the Junior Students, and the Rooms open for Practical Anatomy after the 1st of Sept. The Students can avail themselves of the advantages of the Toronto General Hospital and the Richmond Street Dispensary as usual.

Matriculation may be at the Pupils' option in the London Pharmacopoeia, or Gregory's Conspicua, or Cæsar's Commentaries, or Sallust's Catalina, or any other Latin author.

The examination of candidates for graduation may be written and oral, or, if the candidate prefers it, entirely oral.

For further particulars apply to the Dean of the Faculty, the Hon. JOHN ROLPH, M.D., LL.D., 20, Gerrard Street, Toronto.

TERMS: For a single copy of the Journal of Education, \$1 per annum, back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

ADVERTISEMENTS inserted in the Journal of Education for 20 cents per line, which may be remitted in postage stamps, or otherwise.

All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.